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To compare the backgrounds, training, and degree of satisfaction with teaching of secondary and post-secondary academic and vocational teachers, and to obtain the opinions of the teachers and their colleagues in administration and guidance about some important educational issues, a stratified random sample was selected of 180 of the larger public school districts. A post-secondary institution was paired with each secondary school selected, resulting in a sample of 11,649 administrators, counselors, and teachers. Some major findings were: (1) Vocational teachers worked longer hours with fewer students than academic teachers, (2) Changes recommended by teachers were a broad, general education in the high school, a narrower focus on job-related studies in the post-secondary vocational and technical programs, and greater emphasis on mathematics and humanities in the junior college transfer programs, (3) A majority favored more intensive vocational guidance and training in junior high school and more part-time student employment, (4) most teachers recommended a single post-secondary institution embracing both academic and vocational programs, and (5) most respondents felt a combination high school program was feasible for all students if unnecessary requirements were eliminated. (DM)

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# VOCATIONAL PROGRAMS IN THE PUBLIC SCHOOLS: THE ROLE OF THE TEACHER

Eleanor P. Godfrey
BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
1200 Seventeenth Street, N. W.
Washington, D. C. 20036

**BUREAU OF SOCIAL SCIENCE RESEARCH, INC.**

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Eleanor P. Godfrey
BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
1200 Seventeenth Street, N. W.
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# VOCATIONAL PROGRAMS IN THE PUBLIC SCHOOLS: THE ROLE OF THE TEACHER

Eleanor P. Godfrey
with:
Judith Davison
Donald E. Goldstein
Edward J. McCullough, Jr.
Donna B. Rosen

BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
1200 Seventeenth Street, N. W.
Washington, D. C. 20036

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# VOCATIONAL PROGRAMS IN THE PUBLIC SCHOOLS: THE ROLE OF THE TEACHER

(Project No. 5-0140; Grant No. OEG-2-6-000396-0664)

## SUMMARY

In 1967, the Bureau of Social Science Research, supported in part by funds from the U. S. Office of Education, conducted a nationwide survey of career patterns and curriculum emphases in education. A major purpose of the study was to compare the back grounds, training, and satisfaction with teaching of secondary and postsecondary academic and vocational teachers. A second aim was to obtain the opinions of the teachers and their colleagues in administration and guidance about some important educational issues. This report presents the major findings in both areas of inquiry.

### The Sample

Four types of schools, representing various institutional arrangements and educational philosophies were included in the study population--comprehensive high schools, vocational high schools, vocational-technical centers, and junior or community colleges.

Secondary sample.--The basic sample consisted of 180 public school districts, stratified by secondary enrollment size, drawn at random from the latest available (fall, 1965) Directory of Public School Systems published by the U. S. Office of Education. Only those districts whose estimated secondary enrollments were 600 pupils or more were included in the study population. One comprehensive high school was chosen at random from each of the 180 districts except in three very large districts where two such schools were drawn for a total of 183 comprehensive high schools. In addition, a vocational or technical high school was selected in each of the 36 sample districts that operated such specialized facilities. Again, two of these institutions were selected in each of the very large districts for a total of 39 vocational high schools.

Postsecondary sample.--At least one public postsecondary two-year institution providing occupational training (area vocational center, technical institute, junior or community college) was paired with each high school according to one of the following criteria: (a) designation by the state education agency as the postsecondary institution serving the geographical area in which the sample school district is located, or (b) within "reasonable commuting distance of secondary schools within the district." Eight-eight such institutions were selected to represent the range of postsecondary programs available.

Individuals.--The original study design called for all teachers, counselors, and administrators in the selected institutions.. This procedure was maintained with one general exception. In the very large junior colleges, with faculties of 150 or more, these groups were sampled on a 1-3 basis.

The response by type of school and class of respondent is given below:

| | Sample Number | Usable Returns | Percent |
|---|---|---|---|
| SCHOOLS | 310 | 249 | 80% |
| Comprehensive high school | 183 | 147 | 80 |
| Vocational high school | 39 | 29 | 74 |
| Vocational-technical center | 34 | 26 | 76 |
| Junior college | 54 | 47 | 87 |
| RESPONDENTS FROM THE 249 SCHOOLS | | | |
| Chief administrator | 249 | 220 | 88 |
| All administrators | 820 | 680 | 83 |
| Counselors | 930 | 807 | 87 |
| Teachers | 15,300 | 11,649 | 76 |

## The School Setting

Course offerings.--Analysis of curriculum offerings reveals that there are important differences between the programs offered by comprehensive schools and those of vocational or technical schools. The former, particularly the large junior colleges, presented more choices to the student. The typical comprehensive high school, regardless of size, had five major programs--college preparatory, general studies, office occupations, home economics, and trade and industry. The typical vocational high school offered three majors--trade and industry, office occupations, and technical occupations.

At the postsecondary level, the typical small junior college has four programs--certainly a transfer program, one or more technical majors, and probably business education and health training. The typical technical center has three major programs--technical, trade and industry, and either business or health. The typical large junior college will offer six programs--college transfer, technical, office occupations, health, general studies, and trade and industry or distributive education.

Enrollment patterns.--despite the range of offerings, the largest share of the full-time enrollment in the comprehensive schools is still in the college preparatory, transfer, or general program. T & I is the major curriculum in both types of vocational schools. The majority of the sample schools either had increased their vocational offerings in 1966-67 or had firm plans to do so in 1967-68. Many of the administrators favor further change, especially those at the two ends of the educational continuum--the small high school and the large junior college.

Work programs.--Most of the schools offer several school-sponsored work programs serving 4 to 8 per cent of the student body in each size category. Approximately half of this group, or slightly more than 2 per cent of the students in the sample schools, take part in cooperative work-study programs.

Predictions of educational progression of students.--Expectations of students' eventual educational attainments in comprehensive and vocational schools are in line with the traditional distinction in the goals of the two types of institutions: it is expected that students from the first will seek further training and those from the second will enter the job market directly upon graduation.

Faculty requirements and inducements.--Although administrators recognize that qualified vocational teachers may not have the usual academic credentials, the most frequently cited minimum educational requirement is a B. A., whatever the subject area. The minimum work experience required may vary from none to journeyman status. There is consensus among school administrators that better working conditions, better physical facilities, and the freedom to offer "merit pay" would facilitate the recruitment and maintainence of an able faculty.

## Teacher Background and Training

Background.--The typical teacher, whatever his subject area, was born in the late 20's or early 30's and grew up in a blue collar household in a city, probably a large one. Unless he is in the automotive or service trades, the chances are 2-1 that he has a B. A. or higher degree. His occupational experience has been primarily in teaching, and he has taught his major subject for several years. While the median vocational instructor has five to nine years of full-time outside employment, the distribution is bimodel--the most frequent response is no outside employment at all; the second most frequent response is ten or more years of full-time employment. The general lack of appreciable amounts of full-time outside employment is consonant with the relative lack of such requirements in all types of schools. Although he may have related work experience, his major professional qualifications are academic; and he continues to upgrade them as indicated by his participation in both degree programs and inservice training.

A continuing education.--Almost 30 per cent of the respondents were working toward some type of formal degree, most frequently in a master's program. In addition, half of them had taken one or more non-degree courses within the last five years, usually as recently as 1966 and usually in a college or university setting.

Job responsibilities.--Although the vocational teachers work longer hours, they do so with fewer students, averaging four to five fewer students per class. The largest classes (with medians of over 30 students) are found in social studies, fine arts, and physical education. The only vocational instructors with more than 30 students (in an average class) are high school graphics teachers. Offsetting their heavier involvement in direct teaching, vocational instructors carry a lighter load of nonteaching duties.

Career course.--Positive high school experiences, inspiration of an older role model, later related experience, and chance were all cited as reasons for choosing teaching as a profession. Most of the academic instructors came to their present position directly from a previous educational experience. The majority of the vocational teachers, except in agriculture, business, and D. E. came from outside of education. However recruited into education, it is clear that most teachers were satisfied with their profession and expect to remain in it as classroom teachers. Major disadvantages of teaching were lack of planning time and poor administration; major advantages were the flexibility and stimulation the position affords.

## Teacher Opinions

Personal autonomy.--Every teacher rated on a four point scale (from "no influence," low, to "my decision solely," high) the degree of influence he had in twelve decision areas related to the curriculum, teaching methods, and students in his courses. "No influence" ratings are prevalent with respect to curriculum matters such as class size, course prerequisites, and the closely related course recruitment and rejection of unqualified applicants, although there is less unaminity about lack of influence over the latter. In rather striking contrast, the teachers state that they have "considerable influence" in deciding specific course content, "some" to "considerable" influence in text book selection, "considerable" leeway in adopting new teching methods, and "complete freedom" in choosing audiovisual materials.

In general, the vocational teachers in the high schools have more freedom than their academic colleagues in making decisions in the areas of textbook selection, rejection of unqualified students, and, to some extent, in course recruitment and job placement recommendations. Perhaps the most nearly autonomous agent among the vocational specialists is the distributive education teacher. He may have considerable control over class size, actively recruits for the course, feels free to reject unqualified students, and plays a direct role in job placement. His relative latitude in decision-making is understandable within the current educational structure when one recalls that the distributive education coordinator is a quasi-administrator.

The major difference in autonomy between the high school and the postsecondary teacher is that the latter plays a more active role in the determination of course prerequisites.

Adequacy of school services.--Each respondent was asked to rate several major aspects of the vocational and academic programs in his school. In the high school both academic and vocational instructors generally agree that academic counseling and placement are "average," the midpoint of the rating scale provided, but that the rest of the academic program is above average.

There is less consensus between academic and vocational teachers in rating the adequacy of the high school vocational program. Foreign language teachers may feel incompetent to judge the excellence of the vocational program in their school, many teachers in all academic fields have doubts about the breadth of the vocational curriculum, but the overall assessment by academic teachers boils down to "average". Not so the vocational teachers. They are more critical of the vocational counseling services offered and express greater variety in judgments of the adequacy of the vocational placement services. Otherwise, they tend to judge the programs in which they work to be above average.

At the postsecondary level, academic teachers generally record more favorable judgments of the vocational programs in their schools than do those at the secondary level. That is, when they express a view. (Many instructors in English, foreign language, and fine arts checked "no opinion" when asked to evaluate the breadth and suitability of the vocational courses and job placement services in their institutions.) Similarly, technical and trade instructors sometimes feel ill equipped to judge the academic program.

Curriculum emphases.--A major section of the questionnaire was devoted to the teacher's reactions to the amount of emphasis given to each of the basic academic subjects and to vocational training in five curricula--a high school college preparatory program, a vocational high school program, a postsecondary one year certificate program, a two year technical program, and a junior college transfer program. The number of units assigned to each course of study in each of the model curricula was determined after study of the state requirements for high school graduation, college entrance requirements, junior college catalogues, and technical center brochures.

The overall pattern of changes, among teachers in all fields at both levels, reflects three general themes: (1) a broad general education in the high school, with adequate allowance for the current overemphasis on social studies and foreign language; (2) a narrower focus on job-related studies in the postsecondary vocational and technical programs; and, (3) greater emphasis on mathematics and humanities in the junior college transfer program.

Policy issues.--The last set of opinion questions dealt with nine controversial issues in education. Each of the statements treats some aspect of vocational training--when it should be taught, where it should be taught, how it should be taught, and what kinds of students these programs serve. Some of the strongest differences in philosophy, by level of education and field, appear in the response patterns associated with these nine questions.

The majority of the teachers in all fields favored more intensive vocational guidance and training in the junior high school and more part-time student employment, even without supervised skill training and related course work. There is consensus at the high school level that a combined program whereby a student could obtain both a sound general education *and* a saleable skill before he graduates from high school is feasible. Postsecondary teachers are not as optimistic about the practicality of a combined program. There is too much to be learned in both curricula, as now constituted, for a high school student to be proficient in both.

Positions on other policy issues diverge according to grade level and major subject field. High school academic teachers and their confreres in agriculture, home economics, and distributive education favor "on the job" training as the best way to train for jobs requiring less than a bachelor's degree. Those offering courses in the six T & I areas, health, and business education more often prefer that intensive occupational training take place in the high school. Only 15 per cent of the secondary teachers would delay such training until the postsecondary level, whereas among the postsecondary group, 40 per cent of the academic instructors and 50 per cent of those in occupational fields favor this alternative. The second choice for those in academic fields is on-the-job training. When training necessitates expensive equipment and facilities, the pattern of response among the disciplines is more mixed. As a whole, the high school community is almost equally divided on the question of specialized secondary vocational schools versus a split program that maintains the student's identity with his "home" comprehensive high school. The majority of the postsecondary teachers in almost every field advise a split program as the best solution to the problem.

Responses to the question of the best institutional arrangement for *postsecondary* occupational majors produced a somewhat different alignment of opinion. High school academic teachers are the only group to favor separate facilities for lower division college work and technical training. All other groups prefer a single institution embracing both programs and offering heterogeneous general education classes.

The other three issue questions focus on a general assessment of vocational education rather than on the how and where of training. The first, addressed to the charge that the vocational high school major cannot "make it" in college, produced a mixed response among high school academic groups. These teachers supported all three positions offered: (1) untrue, because all students take the same basic prerequisite courses; (2) true, because "academic" subjects in the vocational program do not meet college entrance standards; (3) irrelevant, because most vocational graduates cannot handle college work. Postsecondary academic teachers most frequently consider the charge true because the student's academic preparation is inadequate. The vocational teachers exhibit no such diversity of opinion; 40 to 60 per cent of those in each occupational field are convinced that the charge is untrue.

The teachers split again over the efficacy of more rigid entrance requirements for occupational programs. In the high school all of the academic disciplines (and agriculture, home economics, and business education), would advise against higher standards. Teachers in the other occupational programs would welcome higher standards as a boost to the prestige of their profession. As the postsecondary level, the majority opinion in all fields except automotive and skilled trades in that higher requirements would be too restrictive. The dilemma of whom to serve is evident once more in the overall evaluations of current occupational programs. Many teachers in all groups at both levels believe that current programs are realistically suited to the abilities of the enrollees, many others think that they do a good job with the average student but neglect both ends of the ability continuum. In the main, however, the academic teachers support the latter position whereas the trade teachers favor the former.

## Analyses by Type of School

The last chapter of the report looks at the findings on adequacy of school program, curriculum change, and educational philosophy from a different perspective--the type of school in which the individual is employed. The school-focused analysis includes the responses of administrators and counselors who were asked to react to the same three sets of questions as were the teachers. In this way we are in a position to pull together the implications of the opinions of all major segments of the school community for each type of institution.

Adequacy of the secondary curriculum.--A high degree of agreement and a clear distinction between the quality of the vocational and academic programs in the high schools obtains among the four groups of respondents in each type of school. Rating distinctions between the two program areas are in line with the primary function of the institution. Comprehensive high school personnel rate the vocational program in their institutions as average and the academic program as above average. The reverse is true in the vocational schools. The consistency among the ratings is astounding: whether the respondent is a principal rating the product of his administration, a counselor assessing the guidance services, a teacher passing judgment on the course of study--all agree that each type of school performs its major function generally well, but rates only average on its subsidiary responsibility.

Adequacy of the postsecondary curriculum.--Technical center personnel rate their vocational program in a manner similar to their colleagues in the vocational high schools. The major difference is that all four groups give their vocational placement services only an average rating, and that 35 per cent of the vocational teachers rate these services below average. Judgments about the academic program offered by these institutions range from average through nonexistent to no opinion. The high incidence of the latter two responses indicates, perhaps, the planned lack of a college transfer program in the technical school.

The junior college respondents, especially those in the large schools, say that their institutions are doing a resonably good job in both programs. All groups of personnel in small junior colleges rate vocational counseling and placement services average, or even below average, and a third of the classroom instructors in both types of institutions assess academic placement services as average. Otherwise, all aspects of each program are labeled above average. These findings support the claim that the junior college is indeed a comprehensive institution offering equal opportunity to both terminal and transfer students.

Curriculum change in the high school.--There is consistent agreement that the college-bound student needs more mathematics and general training in vocational skills. Those in the small high schools would also add more science and elective courses to the model curriculum. Science joins mathematics and vocational training as a "needs more" subject when the postsecondary respondents look at the high school preparatory curriculum, and a desire for more electives turns up again in the small junior college population. All groups would increase the amounts of mathematics and science in the vocational curriculum, and most of them would add more English. If these curricular changes were effected, the two programs would become much more similar in nature.

Curriculum change at the postsecondary level.--The desire to reduce some of the traditional academic requirements for a junior college degree is most clearly seen in the opinions expressed about the college transfer program. Personnel in all types of schools would increase attention to mathematics, or humanities, or both; all would place less emphasis on three or even four of the traditional liberal arts courses. In addition most groups of respondents would devote less time to physical and social science, English, and electives in the two-year technical program. Except for technical center directors who wish more mathematics in the certificate program, no group would increase the current allocation of units in any subject area in this curriculum. Junior college personnel recommend a reduction in shop and related job experience; high school and technical center respondents would rather have less social science.

Educational issues.--In general, respondents agreed with the position that most closely fitted the raison d'etre of their own institution, but not always. On almost all issues there was a sizeable minority opinion.

Institutional positions were most clearly evident in the opinions expressed about the best way to train for jobs requiring less than a bachelor's degree. Only the vocational high school personnel generally favor the establishment of secondary area centers. All of the other groups would place the responsibility for providing expensive specialized training with the colleges and technical institutes. The concept of specialized institutions at the postsecondary level is not supported by junior college personnel, indicating a dedication to the comprehensive philosophy of these institutions.

The view that a combination high school program is feasible is strongly supported at the high school level. The majority of the counselors, 50-70 per cent of the teachers, and 60-80 per cent of the administrators agree that if unnecessary requirements are dropped from both programs, this goal could be accomplished. Postsecondary personnel are not of one mind on this issue. A clear majority of small college administrators and of large college counselors consider the institution of a combined program as unrealistic. All three postscondary institutions split almost equally on the question.

The respondents were well aware of the problems presented by the general public emphasis on the bachelor's degree, but each type of institution would handle the issue somewhat differently. Comprehensive high school and junior college personnel would accept the current emphasis and concentrate on providing more vocational training for the low ability student. Those in vocational high schools, and to a lesser extent in the technical centers, are more inclined to raise the prestige of vocational education through the introduction of more rigid entrance requirements.

## Policy Implications

The less than complete success in the execution of both academic and vocational programs in the high schools should not mask the very real pride of accomplishment each type of school has in relation to its primary function. Pride is a powerful motivating force upon which to build. So is a measure of objectivity. If both academic and vocational high schools are moving toward a more comprehensive curriculum, and there is much to support this conclusion in the findings of this study, then the current realization of uneven excellence is a health one. A fully satisfied person, or institution, does not readily accept change.

The recurrent recommendation that the high schools should move toward a dual purpose general curriculum has far-reaching implications for educational policy. It supports those who advocate discontinuing the vocational high school as a separate institution and those who would delay intensive job training until after the high school years. Suggested changes in both high school curricula and junior college degree programs imply that all of the traditional requirements, particularly those instituted at the behest of the senior college, may not be necessary. The practical bent of these recommendations should be carefully examined, particularly at the junior college level. Carried to extreme, they would make the community college a separate terminal institution, rather than a lower division arm of the University. Unless, of course, the latter changes its entrance requirements along the lines indicated.

The relatively low ratings given to student counseling and placement services, particularly by the classroom teacher, indicate that we have not yet found a square hole for every square peg. Efficient placement and the "right to try," even if one fails, are cherished but not always compatible educational goals. This survey could not delve into the reasons behind any of the ratings, so we cannot say whether the respondents felt that the guidance services offered were too rigid or too nondirective. It should be stressed that the low ratings obtain for both vocational and academic guidance, belying an assumption of academic bias in the guidance department. Whatever the reasons for the judgment, the findings do support a conclusion that many school personnel feel that their institutions have done a better job of meeting the demands of the labor market and of the colleges rather than the needs of the students. New ideas for school guidance services could be developed by paying more attention to the subsequent careers of the student body, currently the weakest part of the institutional program.

Most of the respondents, in all types of schools, state that the vocational major can make it in college, particularly if the standards for the academic component of the high school vocational program are raised. That they fault the curriculum rather than the student augers well for the future. If the high school curriculum is revised along the lines suggested by these respondents, the distinction between the standard academic and vocational programs should diminish. The similarity of educational philosophy among academic and vocational teachers in the comprehensive high schools favors the development of a new curricular pattern encompassing two differently organized programs--one that combines college preparatory work with basic training in a saleable skill and another that is frankly remedial in nature.

If this change were made at the secondary level, formal specialized occupational training would necessarily become the responsibility of the postsecondary institution, thus lengthening the educational preparation of most students. Personnel in the technical centers appear to be ready and willing to take on this responsibility. The academic bias of the traditional junior college is still apparent, but the rapid development of new programs and the recruitment of teachers who believe in an "open door" policy and expect to remain at the junior college level indicate that the future will bring a more balanced program to these institutions.

# VOCATIONAL PROGRAMS IN THE PUBLIC SCHOOLS: THE ROLE OF THE TEACHER

## I. INTRODUCTION

In 1967, The Bureau of Social Science Research, supported in part by funds from the U. S. Office of Education, conducted a nationwide survey of career patterns and curriculum emphases in education. A major purpose of the study was to compare the backgrounds, training, and satisfaction with teaching of secondary and postsecondary academic and vocational teachers. A second aim was to obtain the opinions of the teachers and their colleagues in administration and guidance about some important educational issues. This report presents the major findings in both areas of inquiry.

### Rationale for Study

The rapid expansion of occupations requiring high levels of training and skill with a parallel decrease in the need for many categories of unskilled and semi-skilled workers necessitates the revision of existing education programs and the introduction of new ones. Like the proverbial courier who mounted his horse and rode off in all directions at once, the public schools today are under a mandate to enrich the traditional academic program, provide training programs for the growing number of middle level technical occupations, and hold or reclaim those who have found the educational system incompatible with their needs, interests, or abilities. The success of this attempt to provide high quality education, which is realistic in light of actual or anticipated opportunities for gainful employment, will depend to a critical extent upon the persons who staff our schools. The "who" in education today will influence the "what" in education tomorrow.

Traditionally, American public education has been organized essentially around two institutions: the community high school and the liberal arts college. The high school offered essentially a college preparatory course with some terminal commercial and vocational training for those who would not go to college. Where the population base was large enough, the local school system might split the two parts of the secondary program and maintain both academic and vocational high schools. However, the bulk of the educational effort was geared to the eventual goal of the baccalaureate degree. When junior colleges first entered the educational system, they too were academically oriented. As the costs of a college education and the competition for places at the state colleges and universities skyrocketed, the junior college served as a less expensive, less rigorous introductory experience from which the able student could "transfer" to "college" in order to "complete" his education.

Increasing concern over those who leave the educational system without a saleable skill and the need for rapid expansion of new types of occupational training have raised many challenges to the traditional organizational patterns and philosophical bases of American public education. Perhaps the most dramatic response to the demands for change has been the rapid development of postsecondary one and two-year occupational programs. These programs have been established in a variety of institutional settings: separate, frankly nontransfer-oriented institutions; divisions of established junior (or senior) colleges; or as an integral part of a new "community college," the most rapidly growing educational institution today. The community college is ideally a multipurpose institution offering lower division college courses, short and long-term occupational programs, remedial courses, and general adult education. In short it is a community center similar to the elementary school of 100 years ago or the community high school of 40 years ago.

Less dramatic, but potentially as significant, have been attempts to broaden the program of both the academic and the vocational high schools, adding more occupational training in the former and more academic training in the latter.

The expansion of vocational education and the controversies over where and how to teach what to whom have very real implications for the practicing teacher. As the locus of occupational training shifts from one type of institution to another, as both employers and educators ask for more general education courses for graduates of technical training courses, as formal job training is made available to new groups of youths and adults, the career patterns and job descriptions of teachers at all levels and in all fields will change.

The study upon which this report is based was designed to provide baseline descriptive information about the professional competencies, career patterns, and educational philosophy of teachers in academic and vocational programs at both the secondary and two-year postsecondary level. Systematic knowledge about the characteristics and opinions of the teacher--a critical link between plan and execution--is needed for the policy maker to respond intelligently to the needs of a changing world of work.

## The Sample

Four types of schools, representing various institutional arrangements and educational philosophies, were included in the study population. These four types of schools were defined for sampling purposes as follows.

1. Comprehensive high schools.--Schools operated by local public school districts that teach grades 10, 11, and 12, but are not identified by the state education department's directory as "vocational" or "technical".

2. Vocational high schools.--Schools operated by local public school districts or regional public authorities that teach grades 11 and 12 and are identified by the state education department's directory as "vocational" or "technical" schools.

3. Junior and community colleges.--Postsecondary schools operated by school districts or other public authorities, offering two-year courses of study (and possibly programs of shorter duration as well) and listed in the 1967 edition of the American Association of Junior Colleges Directory.

4. Vocational and technical centers.--Schools operated by public authorities that offer postsecondary programs in vocational and/or technical fields (and possibly secondary level programs as well) but which are neither vocational high schools nor junior or community colleges as defined above.

The two-stage sampling procedure was designed to preserve, as far as possible, various patterns of continuity between these four kinds of institutions.

## Establishment of District Population

According to the 1965-66 U. S. Office of Education Directory of Public School Systems there were, at that time, 6,900 school systems offering grades 9-12 of which 2,320 had fewer than 600 high school pupils. In recognition of the trend toward larger administrative units and because study of high school vocational offerings led us to conclude that such offerings were meager in districts with fewer than 600 secondary pupils, the decision was made to eliminate such districts from the study population.

The 4,580 eligible districts with secondary (9-12) enrollments of 600 or more were ordered by size within states and sampled according to the plan given below.

| Size Category | Secondary Enrollment | Number of Districts | Sampling Fraction | Districts in Sample |
|---|---|---|---|---|
| 1a | 100,000 & over | 3 | 1/1 | 3 |
| 1b | 25,000-99,999 | 42 | 1/2 | 21 |
| 2 | 12,000-24,999 | 70 | 1/4 | 18 |
| 3 | 6,000-11,999 | 172 | 1/8 | 22 |
| 4 | 3,000- 5,999 | 499 | 1/16 | 34 |
| 5 | 1,200- 2,999 | 1616 | 1/40 | 43 |
| 6 | 600- 1,199 | 2178 | 1/60 | 39 |
| Total | | 4580 | | 180 |

Secondary sample.--One comprehensive high school was chosen at random from each of the 180 districts except in three very large districts where two such schools were drawn for a total of 183 comprehensive high schools. In addition, a vocational or technical high school was selected in each of the 36 sample districts that operated such specialized facilities. Again, two of these institutions were selected in each of the three very large districts for a total of 39 vocational high schools.

Postsecondary sample.--At least one public postsecondary two-year institution providing occupational training (area vocational center, technical institute, junior or community college) was paired with each high school according to one of the following criteria: (a) designation by the state education agency as the postsecondary institution serving the geographical area in which the sample school district is located, or (b) within "reasonable commuting distance of secondary schools within the district." Eighty-eight such institutions were selected to represent the range of postsecondary programs available.

Teachers.--The original study design called for all teachers, counselors, and administrators in the selected institutions. This procedure was maintained with one general exception. In the very large junior colleges, with faculties of 150 or more, these groups were sampled on a 1-3 basis.

## The Response

Because of the nature of the study design requiring that individuals be contacted through an institution, this type of survey is beset by two major sources of nonresponse bias: (1) unit refusals, where an entire school or district declines to participate as well as, (2) a low response rate from a particular class of respondent. The unit refusal rate was most pronounced at the secondary level: thirty-two, or 18 per cent, of the initial sample of school districts declined to participate. There were only two such refusals at the postsecondary level. The reasons given for nonparticipation were almost invariably lack of staff time accentuated by increasing research requests from all sources. Research demands, particularly in large city schools, have increased markedly in the last five years.

Replacements were selected with a view to preserving the structure of the sample by substituting a district of similar size and program in the same state or region as the original unit. High school replacement efforts were 80 per cent successful. As the two postsecondary institutions had been paired with high school districts that also declined to participate, no attempt was made to replace them.

Overall response.--The final respone rate by type of school and class of respondent is shown in Table 1:1. At the outset of the study, a criterion response rate of 75-80 per cent of the faculty of the participating schools had been established as the goal. This goal was essentially achieved for all classes of respondents except part-time

## TABLE 1:1

## RESPONSE RATES BY TYPE OF SCHOOL AND CLASS OF RESPONDENT

| | Sample | Usable Returns | Per cent |
|---|---|---|---|
| Comprehensive High School | | | |
| Schools | 183 | 147 | 80 |
| Administrators | 377 | 315 | 84 |
| Counselors | 579 | 494 | 85 |
| Teachers | 9,772 | 7,364 | 75 |
| Full-time | 9,614 | 7,253 | 75 |
| Part-time | 158 | 111 | 71 |
| Vocational High School | | | |
| Schools | 39 | 29 | 74 |
| Administrators | 106 | 90 | 85 |
| Counselors | 99 | 90 | 91 |
| Teachers | 1,638 | 1,284 | 78 |
| Full-time | 1,609 | 1,263 | 79 |
| Part-time | 29 | 21 | 72 |
| Technical Center | | | |
| Schools | 34 | 26 | 76 |
| Administrators | 84 | 62 | 74 |
| Counselors | 46 | 34 | 74 |
| Teachers | 915 | 679 | 74 |
| Full-time | 739 | 587 | 79 |
| Part-time | 176 | 92 | 52 |
| Junior, Community College | | | |
| Schools | 54 | 47 | 87 |
| Administrators | 254 | 213 | 84 |
| Counselors | 46 | 34 | 84 |
| Teachers | 3,199 | 2,323 | 73 |
| Full-time | 2,660 | 1,930 | 73 |
| Part-time | 539 | 393 | 73 |

teachers in technical centers. The relatively small number of these in contrast to their full-time colleagues reduces the effect of their non-participation.

The geographical distribution of the 249 participating schools shown in Table 1:2 reflects the distribution of each type of school in the overall population: e.g. vocational high schools are concentrated in the North Atlantic States, large junior colleges in the West and Southwest. Of the 48 contiguous states all except New Hampshire and Kansas are represented in the sample.

Response by major subject category.--As indicated above, in addition to unit refusals one faces the hazard of a low response rate from a particular class of respondent. Table 1:3 presents the teacher response rates by major subject category and type of school. A response rate of 70 per cent or better was attained in all groups except fine arts and physical education in the comprehensive high school, and technical and trade teachers in junior colleges. The relatively high rate of response for science and mathematics teachers in these institutions may indicate that the potential response bias may be a function of differences in classification systems. In this study, a teacher was classified according to his description of his major subject matter responsibility. Although such assignment agreed in the vast majority of the cases with both departmental identification and institutional classification, there were notable exceptions, particularly among teachers of science, mathematics, engineering technology, and the trades in the postsecondary schools. Consequently, we believe that the "true" response rate for these four groups lies somewhere between the 70-99 per cent recorded for technical centers and the 62-84 per cent recorded for junior colleges.

Some lack of congruence between institutional and individual definition of assignment is not disturbing. Previous research on teachers and their perceptions convinces us that teachers respond like the reference groups with whom they identify. Hence the inclusion of those who teach technical or vocational mathematics or English among mathematics and English teachers places them where they tend to put themselves. In this way homogeneity of opinion response within the subject categories is increased.

The reader is invited to inspect the detailed subject classifications used and numbers of responses obtained for each such classification in Tables A-1 and A-2.

TABLE 1:2

DISTRIBUTION OF SCHOOLS BY REGION AND TYPE

| Type of School | Number | Geographical Location | | | |
|---|---|---|---|---|---|
| | | North Atlantic | Great Lakes, Plains | Southeast | West, Southwest |
| TOTAL | 249 | 62 | 56 | 67 | 64 |
| Small high school | 49 | 9 | 9 | 23 | 8 |
| Medium high school | 33 | 8 | 8 | 6 | 11 |
| Large high school | 30 | 6 | 11 | 4 | 9 |
| Very large high school | 35 | 10 | 4 | 9 | 12 |
| Vocational high school | 29 | 14 | 4 | 6 | 5 |
| Technical center | 26 | 2 | 8 | 13 | 3 |
| Small Junior college | 22 | 8 | 5 | 3 | 6 |
| Large junior college | 25 | 5 | 7 | 3 | 10 |

TABLE 1:3

TEACHER RESPONSE RATES BY MAJOR SUBJECT CATEGORIES BY TYPE OF SCHOOL

| Subject Category | Comprehensive High School | | Vocational High School | | Technical Center | | Junior College | |
|---|---|---|---|---|---|---|---|---|
| | Sample | Response | Sample | Response | Sample | Response | Sample | Response |
| TOTAL | 9,610 | 76% | 1,615 | 79% | 895 | 76% | 3,150 | 73% |
| Academic Subjects | 7,520 | 76% | 680 | 84% | 100 | 99% | 1,740 | 78% |
| Science, mathematics | 2,050 | 80 | 215 | 85 | 65 | 99 | 560 | 84 |
| English, foreign language | 2,560 | 78 | 180 | 89 | 20 | 99 | 520 | 77 |
| Social studies | 1,350 | 77 | 140 | 83 | 15 | 99 | 410 | 73 |
| Fine arts | 600 | 63 | 45 | 79 | - | - | 125 | 79 |
| Physical education | 960 | 66 | 100 | 76 | - | - | 125 | 89 |
| Vocational Subjects | 2,090 | 76 | 935 | 76 | 795 | 72 | 1,410 | 66 |
| Technical, trades | 630 | 75 | 565 | 74 | 640 | 70 | 850 | 62 |
| Agriculture, home economics | 410 | 85 | 140 | 75 | 50 | 82 | 90 | 69 |
| Business, distributive education | 1,050 | 74 | 230 | 85 | 105 | 85 | 470 | 72 |

## II. THE SCHOOL SETTING

As noted in Chapter I, four major institutional types were repsented in the sample of 249 schools--comprehensive high schools, vocational high schools, vocational-technical centers offering postsecondary training, and junior or community colleges. For analytical purposes comprehensive high schools and junior colleges were further categorized by enrollment (four size designations were used for high schools, two for junior colleges).

Descriptive information about institutional programs was obtained from 242 of the 249 participating institutions (see appendix B for a copy of the Administrator Questionnaire). The distribution of these 242 schools by type and size is given below:

| | Number in Sample | Institutional Data from: |
|---|---|---|
| Small high school (fewer than 1,000 students) | 49 | 49 |
| Medium-sized high school (1,000-1,499 students) | 35 | 33 |
| Large high school (1,500-1,999 students) | 29 | 29 |
| Very large high school (2,000 or more students) | 34 | 32 |
| Vocational high school | 29 | 28 |
| Vocational-technical center | 26 | 25 |
| Small junior college (fewer than 150 faculty) | 22 | 22 |
| Large junior college (150 or more faculty) | 25 | 24 |
| TOTAL | 249 | 242 |

### Course Offerings

The administrator form asked which of ten major programs of study (college preparatory or transfer, general, remedial, and the seven major vocational programs) were offered. Every program was offered by at least two schools in each type-size category. There were, however, characteristic differences in program emphases by type of school.

Secondary programs.--The typical comprehensive high schools, regardless of size, had five major programs--college preparatory, general studies, office occupations, home economics, and trade and industry.

The probability of a major in distributive education increased with the size of the high school, whereas the probability of an agricultural major was negatively related to the size of the school; 50 per cent of the agricultural teachers in the study sample taught in small high schools. The typical vocational high school offered three majors--trade and industry (27 of the 28 schools), office occupations (18 schools), and technical occupations (14 schools). Home economics and distributive education were less frequently found, each being offered by nine vocational high schools. It is interesting to note that nine of the 28 vocational high schools offered a college preparatory major, some evidence of the growing comprehensiveness of these institutions.

Postsecondary programs.--At the postsecondary level the emphasis understandably shifts from trade and industry to technical training; all 25 technical centers and 43 of the 46 junior colleges offer technical majors. But trade and industry is still an important curriculum area, found in 17 technical centers, 11 large junior colleges, and 8 small junior colleges. The somewhat lower frequency of trade and industry in the small colleges may well be more a function of cost than of educational philosophy. Numerically the most important new vocational curriculum on the postsecondary level is a program of studies in one of the health occupations. Judging from the school catalogues and the distribution of respondents (see Table A-1), the bulk of this training is in nursing.

Office occupations programs are an important, but by no means universal, postsecondary program found in 18 large junior colleges, 14 small junior colleges, and 11 technical centers. Considering the relative ease of introduction of such training and the popularity of business education in the comprehensive high school, it is interesting to note that this program is not incorporated routinely in the small junior college curricula. A closely allied field, distributive education, is even less frequently found at the postsecondary level; only 14 of the 46 junior colleges and 7 of the 25 technical centers had programs in retailing or merchandising. One cannot easily attribute the relative lack of emphasis on clerical and sales occupations to an academic bias as all of the small junior colleges offer technical majors. Small numbers make speculation hazardous but one wonders whether there may not be a desire to avoid duplication of the programs offered in the proprietary business schools. In the past, high school graduates either went to "college" (including junior college) or "business school". Perhaps the distinction still holds to some extent.

To summarize: The typical small junior college has four programs--certainly a transfer program, one or more technical majors, and probably business education and health training. The typical technical center has three major programs--technical, trade and industry, and either business or health. The typical large junior college will offer six programs--college transfer, technical, office occupations health, general studies, and trade and industry or distributive education. The breadth of program offerings in the large junior colleges is reflected in the fact that 15 of the 24 schools are designated as area vocational schools by their respective states. Only six of the small junior colleges were so designated.

The basic or remedial program.--The concept of a special remedial program is a relatively new phenomenon. Students with educational handicaps have been taught traditionally under the umbrella of the general curriculum. Judging from the reports from these 242 schools, the philosophical position that rejects the assignment of these students to a special curriculum is still prevalent in the small high schools where 35 of the 49 schools offer a general course of study and only 14 offer an identifiable remedial program. Large high schools are more likely to have a distinct remedial program; 42 of these 74 schools report such programs. In this instance the junior colleges are more like the small high school; only 11 of the 46 schools report a remedial program.

Neither a general nor a remedial program appears to be compatible with the educational philosophy of the vocational-technical school. Only 7 of the vocational high schools have a general program; only three offer a remedial one. Both curricula are almost nonexistent in the technical centers where only one of the 25 schools had either program, and this program was essentially for part-time students.

## Enrollment Patterns

The chief administrator was also asked to supply full- and part-time enrollment figures for each program available in his school. Table 2:1 shows what proportion of the full-time student population in each type-size stratum was enrolled in each of the ten curricula while Table 2:2 provides the parallel information on part-time enrollment.

Full-time enrollments.--Between 55 and 70 per cent of the full-time students in the comprehensive high schools are taking a college preparatory or general program. The proportions in each of the five major programs are roughly similar across size categories except for a significantly lower registration in the general curriculum in the very large high school. The latter is balanced by relatively high enrollments in D.E. and technical programs.

About 40 per cent of the students in vocational high schools and technical centers are taking T & I. Otherwise, the enrollment distributions are quite dissimilar: vocational high school students are more likely to enroll in a college preparatory or office education curriculum, while students in technical centers elect technical programs and training for health occupations.

Despite the range of offerings in the junior colleges, 60 to 70 per cent of the students in these schools enroll in a transfer or a general program. Without knowing the capacity of the vocational programs offered, it is impossible to say how many additional students might be accommodated in them. In addition, many of these programs are just getting started. Twenty-six of the 46 colleges first offered some of their occupational programs in the 1966-67 school year--30 plan to

TABLE 2:1

FULL-TIME STUDENT ENROLLMENT IN EACH MAJOR PROGRAM BY TYPE OF SCHOOL
(In Percentages)

| Type of School | Number of Full-Time Students | College Preparatory, Transfer | General, No Major | Basic Remedial | Vocational Majors | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Technical Occupations | Office Occupations | Distributive Education | Trade and Industrial | Agriculture, Horticulture | Home Economics | Health Occupations |
| TOTAL | 339,306 | 47.1 | 13.2 | 1.8 | 6.0 | 11.6 | 2.3 | 11.1 | .8 | 3.8 | 2.1 |
| Small high school | 31,023 | 43.6 | 24.2 | 1.2 | 1.3 | 11.4 | 1.8 | 5.5 | 3.5 | 7.1 | .4 |
| Medium high school | 38,459 | 46.2 | 20.4 | 3.5 | 1.5 | 9.8 | 1.4 | 8.6 | 1.2 | 6.7 | .7 |
| Large high school | 47,949 | 51.5 | 20.3 | 2.6 | .8 | 11.5 | 1.7 | 5.1 | .5 | 5.3 | .7 |
| Very large high school | 83,572 | 51.2 | 12.8 | 2.4 | 2.5 | 11.8 | 4.2 | 9.1 | .4 | 5.3 | .3 |
| Vocational high school | 30,661 | 21.5 | 7.1 | 1.2 | 6.2 | 18.4 | 1.9 | 39.2 | .2 | 2.1 | 2.2 |
| Technical center | 11,138 | 1.3 | 5.2 | - | 29.2 | 10.0 | 2.4 | 43.2 | .4 | .1 | 8.2 |
| Small junior college | 17,926 | 67.7 | 3.3 | 2.4 | 12.5 | 6.7 | .6 | 2.2 | 1.1 | 1.4 | 2.2 |
| Large junior college | 78,578 | 53.5 | 7.1 | .6 | 12.4 | 11.0 | 2.0 | 6.9 | .6 | .5 | 5.4 |

## TABLE 2:2

## PART-TIME STUDENT ENROLLMENT IN EACH MAJOR PROGRAM BY TYPE OF SCHOOL
(In Percentages)

| Type of School | Number of Part-Time Students | College Preparatory, Transfer | General, No Major | Basic Remedial | Vocational Majors | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Technical Occupations | Office Occupations | Distributive Education | Trade and Industry | Agriculture, Horticulture | Home Economics | Health Occupations |
| TOTAL | 72,646 | 42.6 | 6.5 | 3.7 | 15.6 | 10.3 | 1.6 | 17.1 | .2 | .4 | 2.0 |
| Small high school | 104 | 1.9 | 92.3 | - | - | 1.9 | 3.8 | - | - | - | - |
| Medium high school | 128 | - | 96.1 | - | - | - | 2.3 | 1.6 | - | - | - |
| Large high school | 36 | - | - | 100.0 | - | - | - | - | - | - | - |
| Very large high school | 434 | 6.7 | 1.8 | - | 76.0 | 4.6 | 4.4 | 6.4 | - | - | - |
| Vocational high school | 3,366 | 5.1 | 6.4 | - | 8.7 | 13.1 | - | 58.3 | 1.3 | 1.3 | 5.8 |
| Technical center | 6,516 | - | - | 25.7 | 23.8 | 6.2 | 1.4 | 39.1 | - | 2.0 | 2.0 |
| Small junior college | 10,874 | 39.6 | 24.0 | 4.8 | 22.0 | 3.1 | .4 | 3.8 | .1 | .2 | 1.9 |
| Large junior college | 51,178 | 51.6 | 3.3 | .9 | 13.2 | 12.2 | 1.9 | 14.6 | .2 | .2 | 1.8 |

further strengthen these programs in 1967-68. It is still too early to tell whether this concerted effort to increase the number of majors will entice a significant number of students away from the transfer program. With all of its polydimensional potential, the Junior college in 1967 was still an essentially academic institution.

Part-time enrollments.--The part-time enrollment pattern in the comprehensive high school is in sharp contrast to that of the full-time students. These schools have very few part-time students, but those they do have are concentrated largely in general or remedial programs, except in the very large high schools where three out of four of the part-time students attend technical training courses. Some 10 per cent of the vocational high school students study part-time, most frequently in the trades, often under an apprenticeship arrangement with local industries.

Unlike the secondary population, almost two-fifths of the post-secondary students attend school part-time. T & I is the most popular course for the part-time technical center student; a transfer or general course is most frequently elected by his junior college counterpart. The basic similarities in course selection by both types of students at the postsecondary level suggests that these schools have done a fair job of offering their total educational program "around the clock".

## Work Experience and Cooperative Work-Study

Schools have always helped deserving students find part-time employment. Sometimes these jobs earn the student general credit toward graduation; sometimes they are an integral part of his course of study. Recent federal legislation has encouraged part-time student employment through the creation of the Neighborhood Youth Corps, the work-study provisions of the Vocational Education Act of 1963, and the Higher Education Act of 1965. One aim of our study was to discover how many schools have what kinds of programs and how many students are involved in them.

Some form of work experience is offered by three-fourths of the schools in each category. However, the numbers involved in any type of school are usually quite small: only five comprehensive institutions reported that as many as 20-30 per cent of their students were working in school-sponsored programs. In the majority of the comprehensive high schools and junior colleges, participation in these programs involved fewer than five per cent of the student body. Somewhat higher rates of participation were found in the vocational and technical schools. One of each had more than 70 per cent of its students employed part-time in work-study, and nine vocational high schools and three technical centers showed 10-20 per cent in the programs. However, the average participation rates for these two categories were eight and five per cent respectively, not much higher than the four to seven per cent averages for the comprehensive schools.

As shown in Table 2:3, emphasis on the various work programs shifted with size and type of school. Although postsecondary students are eligible, Neighborhood Youth Corps remains essentially a high school program. All three types of the postsecondary institutions were more likely to utilize the work-study provisions of the Vocational Education Act. Other programs of general work experience, with or without credit, were an inportant part of the financial assistance offered in the comprehensive schools, particularly in the small junior colleges.

The more structured cooperative work programs involved just over 2 per cent of the total student body, or 45 per cent of those participating in any kind of school sponsored work arrangement. The heaviest concentration in cooperative distributive education was in the first three high school groups, whereas cooperative T & I was more prevalent in the very large high schools, the vocational schools, and the technical centers. Only in the large junior colleges was there a sizable enrollment in cooperative work programs in office occupations. Although this field is the major vocational offering in the comprehensive high school, it is predominantly classroom taught at the secondary level.

## Predictions of Educational Progression of Student

Question #7 on the administrative form asked the school principal, director, or president to estimate the eventual educational attainment level of his current (1966-67) entering students. The results of their forecasting are shown in Table 2:4. Somewhat to our surprise, the respondents were able to make such predictions with relative ease; only 5 of the 242 administrators did not answer the question. The numbers in the table represent averages for each type of school (in per cents), rather than figures based on the size of the current entering class, since the latter figures were not available. Although this procedure gives each school equal weight regardless of its student population, potential distortion is attenuated by grouping schools in relatively homogeneous size categories.

Predictions for current high school students.--There is a marked consistency in the picture presented by administrators in comprehensive high schools. On the basis of their predictions we should expect 50-60 per cent of the 1966-67 entering freshmen to complete high school and take further training, most often of an academic nature. Another 25 per cent should enter the job market directly upon high school graduation. The educational career pattern of the remaining 15-20 per cent is uncertain. Perhaps half of them will "drop out" in the traditional sense of that word, but the other half should eventually finish high school although their progress might be interrupted by military service, geographical mobility, work, or other foreseen or unforeseen events.

Whereas the majority of those graduating from comprehensive high schools are expected to go on for further training, the typical vocational high school graduate is expected to enter the job market immediately upon high school graduation. If he does go on, he is almost as likely to take further vocational training as he is to take further

TABLE 2:3

PARTICIPATION IN EACH TYPE OF WORK STUDY PROGRAM BY TYPE OF SCHOOL
(In Percentages)

| Type of School | Number Students in Work Study | Work Experience |  | Federal Programs |  | Cooperative Work Programs |  |  |
|---|---|---|---|---|---|---|---|---|
|  |  | Credit | No Credit | NYC | Work Study | Trade and Industry | Distributive Education | Office Occupations |
| TOTAL | 19,909[a] | 10.3 | 15.0 | 10.3 | 19.4 | 18.5 | 16.2 | 10.3 |
| Small high school | 1,763 | 9.1 | 17.7 | 27.8 | 4.0 | 6.2 | 26.4 | 8.8 |
| Medium high school | 1,435 | 14.8 | 8.3 | 22.5 | 2.7 | 11.1 | 26.8 | 13.7 |
| Large high school | 3,071 | 19.1 | 14.5 | 9.9 | 17.0 | 9.1 | 22.0 | 8.4 |
| Very large high school | 3,127 | 18.1 | 11.3 | 18.4 | 8.9 | 30.1 | 8.6 | 16.3 |
| Vocational high school | 2,688 | 4.9 | 7.7 | 13.0 | 10.4 | 35.0 | 10.0 | 19.0 |
| Technical center | 838 | - | 6.3 | 0.2 | 33.4 | 43.7 | 9.8 | 6.6 |
| Small junior college | 1,964 | 0.2 | 37.8 | - | 44.4 | 6.8 | 5.5 | 4.3 |
| Large junior college | 5,023 | 7.8 | 14.8 | 0.1 | 32.5 | 23.5 | 11.3 | 32.5 |

[a] This number is five per cent of the total student population of 411,952. The number os students in work study programs varies from four to eight per cent among the various types of schools.

## TABLE 2:4

### PREDICTION OF EDUCATIONAL PROGRESSION OF STUDENTS FOR THE AVERAGE SCHOOL BY TYPE OF SCHOOL
(In Percentages)

| Type of School | Number | Dropout Before Completion | Transfer Before Completion | Interrupt Studies, Eventually Graduate | Graduate, Enter Job Market[a] | Graduate, Further Vocational Training | Graduate, Further Academic Training | Unknown |
|---|---|---|---|---|---|---|---|---|
| TOTAL | 242 | 15 | 7 | 4 | 29 | 10 | 31 | 4 |
| Small high school | 49 | 9 | 7 | 3 | 28 | 14 | 39 | - |
| Medium high school | 33 | 8 | 6 | 2 | 25 | 15 | 44 | - |
| Large high school | 29 | 11 | 8 | 3 | 23 | 11 | 44 | - |
| Very large high school | 32 | 7 | 9 | 3 | 22 | 13 | 46 | - |
| Vocational high school | 28 | 15 | 5 | 4 | 52 | 10 | 14 | - |
| Technical center | 25 | 20 | 3 | 4 | 57 | 5 | 4 | 7 |
| Small junior college | 22 | 38 | 13 | 9 | 16 | 2 | 18 | 4 |
| Large junior college | 24 | 28 | 11 | 10 | 15 | 5 | 19 | 12 |

[a] Includes approximately one to two per cent in each type of school who go directly into military service (boys) or marriage (girls) upon graduation.

[b] As actual numbers of students were not available for this question, these figures are average percents for each category of school.

academic training. It is also expected that somewhat more of these students will drop out of school before completing a high school education. The contrast between the two sets of predictions mirrors the classic schism between the goals and clientele of the academic and vocational high school.

Predictions for current postsecondary students.--The pattern for the technical center is similar to that for the vocational high school, yet more extreme. More students are expected to seek immediate employment; fewer are expected to take further training. The number with uncertain futures increases sharply. The center directors anticipate that 20 per cent of their students will not complete their intended program of study. Another 14 per cent will leave the respective institution, but may eventually complete some program.

The sense of uncertainty is most evident with the junior college population. Between 20 and 25 per cent of the entering students are expected to graduate and go on to further training. Another 15 per cent should graduate and enter the job market. Three out of five will not complete a certificate or a degree program at that college. Of these, some will transfer before graduation to another institution, presumably a four-year college; others will interrupt, but eventually complete their program of study; and 30 to 40 per cent will drop out. The general expectation of so high a drop out rate points up the dilemma of the "open door" institution. If one accepts all comers, one must expect a fair share not to finish. In this connection, it is worth noting that three of the small junior colleges, where the drop out rate is almost 40 per cent, instituted remedial programs in 1966 in an attempt to equip more students to undertake a college level program.

## Orientation Toward Curriculum Change

In the late 50's and early 60's educational curriculum change was centered around the core academic subjects--mathematics, science, and foreign language. By 1967, the emphasis had shifted to the occupational curricula. The majority of the schools either had increased their vocational offerings in 1966-67 or had firm plans to do so in 1967-68. The greatest amount of change took place in the large junior colleges (92%) and the technical centers (68%); the least occured in the vocational high schools (40%). Between 50 and 60 per cent of each of the other groups had added to their occupational offerings. In addition, almost half of the medium-size high schools had broadened their academic program.

The curricular expansion in the technical centers is not surprising. Many of these institutions are relatively new and growing rapidly. The high rate of change in all of the comprehensive institutions indicates that they are indeed becoming what previously many had been in name only. The high schools were adding D.E. and T & I and making their business education program more directly vocational in nature. The junior colleges were adding T & I, health occupations, and other technical training programs. The relative lack of change in the

TABLE 2:5

### ORIENTATION TOWARD CHANGE OF CHIEF ADMINISTRATOR BY TYPE OF SCHOOL
(In Percentages)

| Type of School | Number | Some Curriculum Change 1966-68 | | No Curriculum Change 1966-68 | |
|---|---|---|---|---|---|
| | | Wants More | Does Not Want More | Wants Change | Does Not Want Change |
| TOTAL | 242 | 38.0 | 20.0 | 26.0 | 17.0 |
| Small high school | 49 | 22.0 | 25.0 | 43.0 | 10.0 |
| Medium high school | 33 | 52.0 | 21.0 | 15.0 | 12.0 |
| Large high school | 29 | 28.0 | 21.0 | 31.0 | 21.0 |
| Very large high school | 32 | 38.0 | 13.0 | 25.0 | 25.0 |
| Vocational high school | 28 | 29.0 | 11.0 | 32.0 | 29.0 |
| Technical center | 25 | 44.0 | 24.0 | 16.0 | 16.0 |
| Small junior college | 22 | 41.0 | 18.0 | 23.0 | 18.0 |
| Large junior college | 24 | 67.0 | 25.0 | 8.0 | - |

vocational high school is cause for concern. If indeed, our vocational curricula should be revised to correspond to the rapidly changing world of work, the vocational high school must change or fail to perform its function. Most of its students enter the job market directly upon graduation, but even jobs on the entry level are changing swiftly in today's world.

Perhaps relative lack of change is a creature of necessity rather than design. Bureaucratic wheels in long established institutions grind slowly. Inspection of Table 2:5 suggests that this may be at least part of the story. This table attempts to portray the extent to which the chief administrator is oriented toward change. The first pair of columns shows how respondents in schools that made curriculum changes feel about more change. The second pair of columns refers to officials in schools that had made no changes. The first column, then, presents the proportions who not only have made changes, but desire more (38 per cent of the total sample); the fourth column gives the proportions who are most inclined toward the status quo (16 per cent of the total sample). Although the number of cases in each subgroup are too small for generalizations, some of the findings are instructive.

When we look at both realization and desire taken together, we find, as seen in column 4, that 29 per cent of the vocational high school administrators find the status quo satisfactory. So, too, do 18 to 25 per cent of those who direct large high schools and small junior colleges. The most positive orientation toward change is found at the two ends of the educational continuum--the small high school and the large junior college--where only 10 per cent of the former and none of the latter advocate the status quo.

## Minimal Faculty Requirements

One of the important current issues in education is the question whether, and how, certification requirements should differ for teachers in academic and vocational programs. Some educators advocate the position that "you can teach a bricklayer how to teach more readily than you can teach a teacher how to lay brick". Translated into the language of educational certification, this means that pedagogical and degree requirements should be waived when hiring vocational teachers and credit for work experience be considered the equivalent of the traditional academic credentials. Of course, it is assumed, implicitly or explicitly, that the vocational teacher will earn his pedagogical credits, and hopefully a degree, through inservice training. Indeed, there are in each state itinerant teacher trainers to perform precisely this function.

As part of our study of the role of the vocational teacher vis-a-vis his academic colleague, we wished to find out how, if at all, practicing school administrators would distinguish between minimum qualiciations for the two teaching positions. The responses to this line of questioning are given in Table 2:6 (educational requirements) and Table 2:7 (work experience requirements).

TABLE 2:6

MINIMAL EDUCATIONAL REQUIREMENTS FOR TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| Type of School | Number | Teachers in Occupational Programs | | | | | | Teachers in Academic Programs | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | State Credential | Less Than B. A. | B. A. | More Than B. A. | Variable[a] | None Given | State Credential | B. A. | More Than B. A. | None Given |
| TOTAL | 242 | 12.0 | 24.0 | 40.0 | 7.0 | 5.0 | 13.0 | 7.0 | 37.0 | 23.0 | 32.0 |
| Small high school | 49 | 14.0 | 10.0 | 45.0 | 4.0 | 2.0 | 24.0 | 12.0 | 57.0 | 2.0 | 29.0 |
| Medium high school | 33 | 21.0 | 15.0 | 36.0 | 3.0 | 3.0 | 21.0 | 15.0 | 48.0 | 3.0 | 33.0 |
| Large high school | 29 | 24.0 | 17.0 | 45.0 | 7.0 | - | 7.0 | 14.0 | 48.0 | 7.0 | 31.0 |
| Very large high school | 32 | 16.0 | 13.0 | 56.0 | 6.0 | - | 9.0 | 9.0 | 56.0 | 22.0 | 13.0 |
| Vocational high school | 28 | 4.0 | 50.0 | 11.0 | 4.0 | 18.0 | 14.0 | - | 29.0 | 21.0 | 50.0 |
| Technical center | 25 | - | 56.0 | 24.0 | - | 16.0 | 4.0 | - | 12.0 | 4.0 | 84.0[b] |
| Small junior college | 22 | 5.0 | 23.0 | 50.0 | 18.0 | - | 5.0 | - | 5.0 | 82.0 | 14.0 |
| Large junior college | 24 | - | 29.0 | 46.0 | 21.0 | - | 4.0 | - | 13.0 | 79.0 | 8.0 |

[a] Schools with this response differentiate in the requirements between trade and technical teachers, expecting technical teachers to have a B. A. or more.

[b] Twenty Technical Center Directors indicated that they had no academic program.

TABLE 2:7

WORK EXPERIENCE REQUIRED FOR VOCATIONAL TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| Type of School | Number | Required Amount Unspecified | 1-3 Years | 4-6 Years | 7-10 Years | None Given |
|---|---|---|---|---|---|---|
| TOTAL | 242 | 19.0 | 20.0 | 13.0 | 14.0 | 34.0 |
| Small high school | 49 | 12.0 | 12.0 | 8.0 | 4.0 | 63.0 |
| Medium high school | 33 | 18.0 | 15.0 | 15.0 | 3.0 | 49.0 |
| Large high school | 29 | 31.0 | 21.0 | 10.0 | 3.0 | 35.0 |
| Very large high school | 32 | 13.0 | 22.0 | 3.0 | 16.0 | 47.0 |
| Vocational high school | 28 | 14.0 | 14.0 | 11.0 | 54.0 | 7.0 |
| Technical center | 25 | 12.0 | 40.0 | 28.0 | 12.0 | 8.0 |
| Small junior college | 22 | 32.0 | 18.0 | 27.0 | 14.0 | 9.0 |
| Large junior college | 24 | 33.0 | 25.0 | 8.0 | 17.0 | 17.0 |

Educational requirements.--One of the most interesting findings is the number of administrators who do not specify any minimal educational requirements (13% for the occupational program and 32% for the academic program). The high "no answer" rate is in contrast with the generally complete replies to all questionnaire items. The lack of response may be associated with a feeling that the individual high school is not in a position to set minimal requirements and that these criteria are established by the school district or the state. That both the nonresponse and the answer "state certification" are highest among secondary administrators lends support to this inference. Lack of response may also be associated with a feeling that the question has no relevance to the respondent's institution. Twenty technical center directors said that they had no academic program as such. Perhaps the high nonresponse on requirements for teachers in academic programs in the vocational high schools is due to a similar judgment.

Where educational requirements are specified, the majority of the administrators in all comprehensive schools would require at least a B. A. degree for teachers in both programs. Only in the vocational institutions would 50 per cent, or more, accept less than a B. A. for vocational teachers, and here a further distinction between trade and technical teachers may be made stipulating the requirement of a B. A. degree for the latter. The M. A. becomes the essential requirement for academic teachers in the junior college. In sum, the schools are basically academic institutions. Although there is recognition that teachers qualified to teach vocational subjects, especially the trades, may not have the usual academic credentials (24% of the schools would accept less than a B. A. for these fields), the general conclusion is that a B. A. is necessary for both vocational and academic teachers.

Work experience requirements.--Minimum work experience requirements are by no means uniform. No specific requirement is found in about two-thirds of the comprehensive high schools. Where the number of years is specified, it runs the gamut from one to 10 with a median requirement of about three years. The most stringent requirements are in the vocational high school where over half of the schools require 7-10 years, or journeyman status. The technical centers, on the other hand, would settle for experience in business and industry of six years or less. Whatever the amount, most of the postsecondary institutions report a requirement for some outside work experience.

No table is shown for work experience requirements for teachers in academic programs as 85 per cent of the high schools and 55 per cent of the junior colleges gave none. When comments were made, they were essentially to the effect that one or two years' prior teaching experience was desirable.

## Inducements Needed to Maintain an Able Faculty

Turning from requirements to inducements, we find a clear picture of agreement. The aggregate weighted first, second, and third choices for each type-size category are given in Table 2:8. "Better Working

## TABLE 2:8

## INDUCEMENTS NEEDED TO MAINTAIN ABLE FACULTY BY TYPE OF SCHOOL

| | Number | First Choice | Votes[a] | Second Choice | Votes | Third Choice | Votes |
|---|---|---|---|---|---|---|---|
| TOTAL | 242 | Better working conditions | 399 | Better physical facilities | 203 | "Merit" pay | 189 |
| Small high school | 49 | Better working conditions | 99 | Better physical facilities | 57 | "Merit" pay | 39 |
| Medium high school | 33 | Better working conditions | 64 | Better physical facilities | 29 | "Merit" pay | 26 |
| Large high school | 29 | Better working conditions | 62 | Better physical facilities | 26 | "Merit" pay | 23 |
| Very large high school | 32 | Better working conditions | 69 | Better physical facilities | 25 | "Merit" pay | 17 |
| Vocational high school | 28 | Better working conditions | 40 | Waive certification requirements | 32 | "Merit" pay | 17 |
| Technical center | 25 | Waive certification requirements | 33 | Sabbatical leave | 27 | "Merit" pay | 23 |
| Small junior college | 22 | "Merit" pay | 28 | Better working conditions | 26 | Sabbatical leave | 15 |
| Large junior college | 24 | Better Working Conditions | 25 | Better Physical facilities | 24 | More recruitment in college | 22 |

[a] The "vote" count is determined by weighting the response by a factor of 3, 2, or 1 depending upon whether the item was selected as the first, second, or third most important inducement.

Conditions," i.e., smaller teaching loads, is in first place for six of the eight groups and in second place for the small junior college. It's twin, "better physical facilities," is in second place for five groups. Neither factor is named among the top three by administrators of technical centers. Do these schools have the small course loads and modern facilities that the other schools so ardently desire? Perhaps.

They, too, have their problems, however. The technical center directors and the vocational high school principals would like to be able to waive state certification requirements in order to hire teachers who might not meet state requirements but are competent in their occupational field. In contrast, higher or uniform certification requirements were not popular choices for any group. The desire to break from traditional standards is further evidenced by the surprising third place vote for "merit pay," the classic bugaboo of educational pay schedules. These findings exemplify a growing concern that teachers are not all alike and should be selected and paid for the specific job done rather than on the basis of a hypothetical typical assignment.

Recapitulation.--Analysis of curriculum offerings reveals that there are important differences between the programs offered by comprehensive schools and those of vocational or technical schools. The former, particularly the large junior colleges, presented more choices to the student. However, despite the range of offerings, the largest share of the full-time enrollment in the comprehensive schools is still in the college preparatory, transfer, or general program. T & I is the major curriculum in both types of vocational schools. The majority of the sample schools either had increased their vocational offerings in 1966-67 or had firm plans to do so in 1967-68. Many of the administrators favor further change, especially those at the two ends of the educational continuum--the small high school and the large junior college.

Most of the schools offer several school-sponsored work programs serving 4 to 8 per cent of the student body in each size category. Approximately half of this group, or slightly more than 2 per cent of the students in the sample, take part in cooperative work-study programs. Expectations of students' eventual educational attainments in comprehensive and vocational schools are in line with the traditional distinction in the goals of the two types of institutions: it is expected that students from the first will seek further training and those from the second will enter the job market directly upon graduation.

Although administrators recognize that qualified vocational teachers may not have the usual academic credentials, the most frequently cited minimum educational requirement is a B. A., whatever the subject area. The minimum work experience required may vary from none to journeyman status. There is consensus among school administrators that better working conditions, better physical facilities, and the freedom to offer "merit pay" would facilitate the recruitment and maintainence of an able faculty.

# III. TEACHER BACKGROUND AND TRAINING

What sorts of teachers staff these 242 schools? In this section of the report we shall present the major findings on teacher background, training, and career course. All analyses are presented separately for secondary and postsecondary teachers and by each of 18 major subject categories. Summary tables show selected characteristics of the "typical teacher," defined throughout the report as the modal, most frequently mentioned, category. Wherever the distribution is essentially bimodal, both responses are shown. The base data from which all summary tables were derived are included in Appendix A together with detailed distributions on other items that may be of interest.

As the reader follows the discussion presented in this chapter, he should bear in mind that this was a predominantly male population. At the high school level, 80 per cent or more of the vocational teachers were male in all fields except in the service trades (33%), business education (35%), health (7%) and home economics (2%). Similarly 60 per cent, or more, of the academic teachers were male, except those in English (30%), foreign language (34%), physical education (57%) and "other," which is essentially special education (50%). The preponderance of male teachers is even more pronounced at the postsecondary level. At least 60 per cent of the teachers in all academic fields and 85 per cent in all vocational fields are male, except those in business education (65%), home economics (5%), and health (5%). (See Table A-4.)

## Background

Table 3:1 presents the age, community background, and father's occupation of the "typical" teacher in each field.

Age.--This is a relatively young population. The typical academic teacher in the high schools is 36; his postsecondary counterpart is only three years older. In the vocational areas, the high school teacher is 41, the postsecondary teacher is 42. The major exceptions to the general rule that vocational teachers are three to five years older than their academic colleagues are found among the business teachers at the high school level, the distributive education teachers at both levels, and the foreign language teachers at the postsecondary level.

Community background.--This is an urban population. The largest single group of respondents (30-50%) in 27 of the 36 subgroups graduated from a large city high school. Only instructors in agriculture, home economics, high school mathematics, and postsecondary automotive and skilled trades were most often from a rural or small town background.

Father's occupation.--Taken as a whole, the teacher population was almost equally divided among sons and daughters of semi-skilled,

TABLE 3:1

BACKGROUND OF THE "TYPICAL" TEACHER BY SUBJECT TAUGHT

| | SECONDARY | | | | POSTSECONDARY | | | |
|---|---|---|---|---|---|---|---|---|
| | Number | Age[a] | Community Background[b] | Father's Occupation[b] | Number | Age[a] | Community Background[b] | Father's Occupation[b] |
| TOTAL | 8648 | 37 | Large City | Skilled | 3001 | 39 | Large City | Skilled |
| Total Academic | 6345 | 36 | Large City | Skilled | 1539 | 39 | Large City | Skilled, Professional |
| Science | 916 | 35 | Large City | Skilled | 327 | 38 | Large City | Skilled, Professional |
| Mathematics | 901 | 36 | Town | Skilled | 236 | 38 | Large City | Skilled |
| Social studies | 1153 | 36 | Large City | Skilled | 322 | 39 | Large City | Professional |
| English | 1626 | 36 | Large City | Professional | 350 | 39 | Large City | Professional |
| Foreign language | 537 | 37 | Large City | Professional | 71 | 46 | Large City | Professional |
| Fine arts | 411 | 37 | Large City, Town | Skilled | 99 | 38 | Large City | Professional |
| Physical education | 707 | 34 | Large City | Skilled | 117 | 36 | Large City | Skilled |
| Other | 94 | 38 | Small City | Skilled | 17 | 44 | Town | Skilled |
| Total Vocational | 2303 | 41 | Large City | Skilled | 1462 | 42 | Large City | Skilled |
| Engineering technology | 256 | 44 | Large City | Skilled | 399 | 41 | Large City | Skilled |
| Automotive | 188 | 45 | Large City | Skilled | 164 | 44 | Town | Skilled |
| Trades | 296 | 43 | Large City, Town | Skilled | 87 | 46 | Rural | Skilled |
| Graphics | 98 | 42 | Large City | Skilled | 58 | 42 | Large City | Skilled |
| Service trades, police | 57 | 47 | Large City | Skilled | 65 | 44 | Small City | Skilled |
| Agriculture | 49 | 42 | Rural | Farmer | 24 | 44 | Rural | Farmer |
| Home economics | 350 | 42 | Town, Rural | Farmer | 38 | 45 | Town | Skilled, Farmer |
| Business education | 885 | 37 | Large City | Skilled | 392 | 37 | Large City | Skilled |
| Distributive education | 81 | 35 | Large City | Varied | 62 | 42 | Large City | Managerial |
| Health | 43 | 43 | Large City | Skilled | 173 | 42 | Large City | Skilled |

[a] In median years.

[b] Most frequently mentioned category; multiple categories are shown when each listed alternative occurs with approximately equal frequency.

TABLE 3:2

PROFESSIONAL QUALIFICATIONS AND EXPERIENCE OF "TYPICAL" TEACHER BY SUBJECT TAUGHT

| | SECONDARY | | | | POSTSECONDARY | | | |
|---|---|---|---|---|---|---|---|---|
| | Number | Certification[a] | Degree Status[a] | Years Teaching Experience[b] | Number | Certification[a] | Degree Status[a] | Years Teaching Experience[b] |
| TOTAL | 8648 | Standard | B. A. | 11 | 3001 | Either | M. A. | 10 |
| Total Academic | 6345 | Standard | B. A. | 10 | 1539 | Standard | M. A. | 11 |
| Science | 916 | Standard | B. A. | 9 | 327 | Standard | M. A. | 10 |
| Mathematics | 901 | Standard | B. A. | 9 | 236 | Standard | M. A. | 11 |
| Social studies | 1153 | Standard | B. A. | 10 | 322 | Standard | M. A. | 9 |
| English | 1626 | Standard | B. A. | 9 | 350 | Standard | M. A. | 12 |
| Foreign language | 537 | Standard | B. A. | 10 | 71 | Standard | M. A. | 12 |
| Fine arts | 411 | Standard | B. A. | 12 | 99 | Standard | M. A. | 14 |
| Physical education | 707 | Standard | B. A. | 10 | 117 | Standard | M. A. | 13 |
| Other | 94 | Standard | B. A. | 11 | 17 | Standard | M. A. | 17 |
| Total Vocational | 2303 | Standard | B. A. | 11 | 1462 | Vocational | B. A., M. A. | 8 |
| Engineering technology | 256 | Either | B. A. | 11 | 399 | Vocational | B. A. | 7 |
| Automotive | 188 | Vocational | H. S. D., B. A. | 10 | 164 | Vocational | H. S. D. | 7 |
| Trades | 296 | Either | B. A. | 12 | 87 | Vocational | H. S. D. | 7 |
| Graphics | 98 | Vocational | B. A. | 12 | 58 | Vocational | M. A. | 10 |
| Service trades, police | 57 | Vocational | H. S. D. | 6 | 65 | Vocational | H. S. D., B. A. | 9 |
| Agriculture | 49 | Either | B. A. | 17 | 24 | Neither | M. A. | 6 |
| Home economics | 350 | Either | B. A. | 15 | 38 | Standard | B. A. | 18 |
| Business education | 885 | Standard | B. A. | 11 | 392 | Standard | M. A. | 7 |
| Distributive education | 81 | Either | B. A. | 7 | 62 | Vocational | M. A. | 6 |
| Health | 43 | Vocational | B. A. | 7 | 173 | Vocational | B. A., M. A. | 8 |

[a] Most frequently mentioned category; "either" is used when either type of certification is held by 30 per cent or more of the respondents.

[b] In median years.

skilled, and clerical workers, on the one hand, and those from managerial and professional backgrounds on the other (see Tables A-6 and A-7). However, the single category mentioned most frequently was that of the skilled trades, accounting for approximately 25 per cent, or more, of the distribution in 25 of the 36 fields. This percentage rose to 30-40 per cent for those who taught the trades. Professional backgrounds were most common in English and foreign language, at both levels, and in fine arts and social science at the college level.

The major finding that emerges from the data presented in Table 3:1 is the essential similarity of background among teachers in most fields. Agriculture and home economics teachers are rural in origin; the teacher of language skills and the arts may be drawn more frequently from professional backgrounds. But the typical teacher, whatever his area of concentration, was born in the late 20's or early 30's and grew up in a blue collar household in a city, probably a large one.

## Professional Qualifications and Experience

Table 3:2 summaries certification and degree status and total years of teaching experience by educational level and field.

Certification.--There are no surprises in the certification status of the high school academic teacher, two-thirds or more of whom hold a standard certificate. The finding that vocational teachers may possess either a standard or a vocational certificate is more interesting. A special analysis of certification by type of school indicates that standard certification is more typical in all vocational fields in the comprehensive high schools; vocational certification is more likely in all fields except business education in the vocational high school.

Provisional certification is highest, not in the trades, but in those fields, both academic and vocationa, that are new curricula (e.g., health and service occupations) or where demand has outstripped the supply of certified teachers (e.g., special education, foreign language, and mathematics). Although certification is not gernally required at the postsecondary level, almost 80 per cent of these teachers are certified, relfecting in part their years of teaching experience at the secondary level. (See Table A-8.)

Degree status.--The reader will recall that the most frequently desired educational requirements were the B. A. for secondary teaching and the M. A. for a postsecondary position. These expectations were generally met by the typical teacher.

One-half of the high school teachers in the automotive trades and 83 per cent of those in the service trades held less than a B. A. degree; elsewhere, at least 60 percent of the teachers in all vocational fields had obtained a B. A. or higher degree. There is some tendency for those with less than a B. A. to teach in the vocational high school (where their lack of academic accreditation is more acceptable) but even here 36 per cent of those in engineering technology and 24 per cent of those in the automotive and skilled trades have a baccaulerate degree and another 20 and 13 per cent, respectively, have a master's degree.

At the postsecondary level 20 per cent, or more, of the vocational teachers in all fields (except the automotive and skilled trades) hold an M. A. degree, and the Master's is the typical degree for those in graphics, agriculture, business and distributive education.

The continuing upgrading of the educational preparation of the vocational teacher is one of the most important trends in the field. In this connection it is interesting to note that 30-40 per cent of those who teach the service and health occupations, newly emerging fields, hold A. A. degrees or technical institute certificates. (See Table A-10.)

Years of teaching experience.--Aside from teachers of agriculture and home economics, who report 15-17 years of teaching experience, and those in the service trades, D. E., and health, who have spent only six or seven years in the teaching profession, the typical high school teacher had been in education for ten years. Teaching careers among academic instructors at the postsecondary level average one or two years longer except in the social sciences. By contrast, the postsecondary vocational specialist, except for the home economist, consistently indicates less teaching experience than his secondary counterpart. This relative lack of experience is most pronounced in the technical centers and small junior colleges where the typical vocational instructor has five years of teaching experience. Turning from total years of educational experience to experience in his current teaching assignment, we find that the modal teacher in all types of schools is familiar with his subject. Median years of experience in the major subject taught range from three years in the technical centers to seven years in the large junior colleges.

Occupational experience.--Three-fourths of the teachers, regardless of assignment, have had paid employment outside of education. As shown in Table 3:3, the vocational teachers have worked in their subject field or in a closely related area. The direct correspondence is most evident for agriculture, business, sales, health and the trades. The frequent trade background of the engineering technology instructors at the high school level reflects the mixed nature of the field whereas the background of these teachers at the postsecondary level is one of engineering--indicative of the emphasis on the training of engineering technicians in these schools.

Business, sales, and the skilled trades are the most popular areas of employment for academic teachers. Probably the most directly related experience is that of the physical education teacher in youth activities, the postsecondary science and mathematics teacher in engineering, and junior college art teacher in graphics. However, business and sales may also be valuable "related fields" for the academic scholar. Certainly a good teacher must be able to "sell" his subject; and typing is eminently useful in the clerical work any teacher has to do day in and day out.

TABLE 3:3

MAJOR OCCUPATIONAL EXPERIENCE OUTSIDE EDUCATION BY SUBJECT TAUGHT

| Subject | SECONARY TEACHERS | | POSTSECONDARY TEACHERS | |
|---|---|---|---|---|
| | Number | Occupational Areas[a] | Number | Occupational Areas[a] |
| TOTAL | 7001[b] | Business (40%) Sales (31%) | 2682[b] | Business (32%) Sales (22%) Trades (20%) |
| Total academic | 4942 | Business (38%) Sales (32%) | 1285 | Business (31%) Sales (24%) |
| Science | 751 | Sales (30%) Construction (21%) Business (20%) | 289 | Engineering (27%) Sales (21%) |
| Mathematics | 691 | Business (36%) Sales (26%) Construction (21%) | 199 | Engineering (31%) Business (29%) Sales (20%) |
| Social studies | 926 | Sales (37%) Business (37%) Construction (20%) | 270 | Business (39%) Sales (28%) |
| English | 1238 | Business (53%) Sales (36%) | 287 | Business (43%) Sales (25%) |
| Foreign language | 398 | Business (52%) Sales (27%) | 55 | Business (53%) Sales (24%) |
| Fine arts | 300 | Sales (33%) Business (32%) | 81 | Sales (26%) Business (25%) Graphics (25%) |
| Physical education | 563 | Youth (46%) Sales (28%) Business (27%) | 91 | Youth (37%) Sales (24%) Construction (24%) |
| Other | 75 | Business (36%) Sales (32%) | 13 | Business (31%) |
| Total vocational | 2059 | Business (44%) Sales (28%) Trades (29%) | 1397 | Business (32%) Trades (28%) Engineering (22%) |
| Engineering technology | 236 | Trades (61%) Engineering (32%) Construction (28%) | 382 | Engineering (66%) Trades (34%) |
| Automotive | 182 | Trades (79%) | 155 | Trades (78%) Construction (19%) |
| Trades | 272 | Trades (62%) Construction (46%) | 85 | Trades (72%) Construction (31%) |
| Graphics | 93 | Graphics (50%) Trades (40%) | 55 | Graphics (46%) Trades (26%) |
| Service trades, police | 56 | Trades (66%) | 60 | Trades (43%) Police (40%) |
| Agriculture | 40 | Farming (88%) | 21 | Farming (90%) |
| Home economics | 259 | Food service (38%) Sales (38%) Business (37%) | 33 | Business (45%) Food service (27%) |
| Business education | 801 | Business (88%) Sales (30%) | 374 | Business (81%) Sales (28%) |
| Distributive education | 80 | Sales (88%) Business (30%) Construction (20%) | 62 | Sales (68%) Business (61%) |
| Health | 40 | Health (72%) Sales (18%) | 170 | Health (87%) |

[a] Only areas in which approximately 20% or more of the respondents in a given category have had experience are listed.

[b] Base number includes only those teachers with occupational experience outside education.

Although most teachers have been employed outside of education, their periods of work were not long. The typical teacher in the comprehensive high school, male or female, academic or vocational, has had less than one year of full-time outside employment. Brevity of employment in business and industry is characteristic of academic teachers at the postsecondary level as well. The only academic teachers with any appreciable amount of outside experience are found in the technical centers where the typical male teacher, in mathematics or science, reported at least five years of outside employment, usually in engineering.

Male vocational teachers in vocational high schools, technical centers, and junior colleges present an interesting work history. While the median years of employment are respectively 9, 5, and 8, all of the distributions are bimodal--the most frequent response is no full-time experience at all while the second most frequent response is 10 or more years of full-time employment. Vocational teachers can pick up occupational experience in the summer; some 30-40 per cent of the high school teachers in D. E. and the trades were planning to do so during the summer of 1967 (see Table A-14), but the point remains that for many of these teachers the primary professional identification throughout their adult careers has been education not business or industry.[1]

One interesting corroboration of this educational identification is the finding that almost one-third of the vocational instructors are married to teachers or former teachers. (See Table A-15.) Another is their membership in professional educational organizations. One-third or more of the vocational teachers in all groups except business education and postsecondary agriculture belong to the American Vocational Association. The majority of the high school teachers and a substantial minority of the college instructors belong to the National Education Association (see Table A-17), and 30-60 per cent in all areas but automotive and skilled trades belong to some other professional society in their field (see Table A-18).

## Continuing Education

Almost 30 per cent of the respondents were currently working toward some type of formal degree, most frequently in a master's program; 22 per cent of the secondary teachers and 11 per cent of the postsecondary teachers are so engaged (see Table A-11). When the proportions are recomputed using only the eligible population as a base, i.e. those who hold a baccalaureate degree, the proportion of teachers working for the M. A. increases to 42 and 61 per cent for secondary and postsecondary academic teachers and 34 and 40 per cent for the two vocational groups.

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[1] This conclusion is supported by the finding that only 23 per cent of the high school vocational teachers and 32 per cent of the postsecondary vocational teachers currently hold either part- or full-time jobs outside their educational institutions, and that this job is most frequently a teaching position in another educational institution.

## TABLE 3:4

## PARTICIPATION IN NONDEGREE COURSES IN LAST FIVE YEARS BY SUBJECT TAUGHT

(In Percentages)

| Subject | SECONDARY TEACHERS | | | POSTSECONDARY TEACHERS | | |
|---|---|---|---|---|---|---|
| | Number | Yes | No | Number | Yes | No |
| TOTAL | 8648[a] | 56.1 | 40.9 | 3001[b] | 58.2 | 39.2 |
| Total academic | 6345 | 55.3 | 42.1 | 1539 | 49.3 | 48.2 |
| Science | 916 | 64.1 | 33.3 | 327 | 56.6 | 41.6 |
| Mathematics | 901 | 62.2 | 35.1 | 236 | 57.6 | 41.1 |
| Social studies | 1153 | 50.7 | 47.0 | 322 | 41.0 | 55.9 |
| English | 1626 | 51.7 | 45.4 | 350 | 44.0 | 52.6 |
| Foreign language | 537 | 57.9 | 40.6 | 71 | 50.7 | 47.9 |
| Fine arts | 411 | 51.8 | 45.3 | 99 | 38.4 | 57.6 |
| Physical education | 707 | 49.4 | 47.5 | 117 | 56.4 | 42.7 |
| Other | 94 | 63.8 | 33.0 | 17 | 64.7 | 23.5 |
| Total vocational | 2303 | 58.6 | 37.7 | 1462 | 67.5 | 29.8 |
| Engineering technology | 256 | 56.1 | 39.6 | 399 | 61.2 | 37.1 |
| Automotive | 188 | 70.7 | 23.4 | 164 | 75.6 | 19.5 |
| Trades | 296 | 50.3 | 45.9 | 87 | 74.7 | 23.0 |
| Graphics | 98 | 60.2 | 33.7 | 58 | 62.1 | 36.2 |
| Service trades, police | 57 | 80.7 | 12.3 | 65 | 78.5 | 18.5 |
| Agriculture | 49 | 77.6 | 22.4 | 24 | 54.2 | 45.8 |
| Home economics | 350 | 57.7 | 37.7 | 38 | 68.4 | 28.9 |
| Business education | 885 | 55.8 | 41.5 | 392 | 66.6 | 30.6 |
| Distributive education | 81 | 67.9 | 32.1 | 62 | 61.3 | 37.1 |
| Health | 43 | 69.8 | 23.3 | 173 | 74.6 | 22.0 |

[a] Two hundred fifty three nonrespondents (2.9%).

[b] Seventy eight nonrespondents (2.6%).

Using a similar procedure for vocational teachers with less than a B. A., we find that 41 per cent of the high school group and 30 per cent of those in postsecondary schools are working on a B. A.

Nondegree courses.--As shown in Table 3:4, one-half or more of the respondents, except those in postsecondary social science, English, and fine arts, have taken one or more nondegree course within the last five years, typically as recently as 1966. The high incidence of such training among service trades and health instructors, coupled with their relative lack of the B. A. degree, may indicate that these teachers prefer the "short course" to the more formal degree program. Most teachers, especially those in the service trades, found their nondegree courses very useful; relatively few judged them to be of little use. Least satisfied were English teachers, at both levels, and high school business education teachers; in these fields only two-fifths of the respondents gave their inservice training a high rating.

Nondegree courses are offered by a variety of public and private agencies. Government-sponsored institutes have drawn a sizable number of participants from science and mathematics. Vocational teachers, particularly those in postsecondary schools, have availed themselves of the opportunities for training provided by business organizations and trade unions. Hospitals and other nonprofit agencies offer a variety of courses, which are taken most frequently by those in health, fine arts, home economics, physical education, and the protective services. Military service schools have provided useful training for trade instructors. However, teachers in all groups rely most heavily on regular and extension college courses for their inservice training. (See Table A-13.)

Review.--The typical vocational teacher may have a vocational or standard certificate, or both; he holds a B. A. degree and has spent most of his adult career teaching his subject, rather than "working at it". Although he may have had related work experience, his major professional qualifications are academic; and he continues to upgrade them as indicated by his participation in both degree programs and inservice training. The general lack of appreciable amounts of full-time outside employment experience is consonant with the relative lack of such requirements in all types of schools.

## Job Responsibilities

It has been widely assumed that vocational teachers spend more time in direct instruction than do their academic colleagues. Our findings support this assumption. In the high schools, the median instructional hours per week amount to 26-28 hours for academic teachers and to 21-34 hours for vocational instructors (see Table 3:5). It is noteworthy that those in agriculture, home economics and business spend nearly the same hours in instruction as their academic colleagues and that those in distributive education have an enviable median course load of 21 hours per week. Instructional responsibilities at the postsecondary level are also correspondingly heavier for the vocational teacher. Here, the typical academic teacher spends 14-16 hours in class; the corresponding

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## TABLE 3:5

## COURSE LOAD OF "TYPICAL" TEACHER BY SUBJECT TAUGHT

| | SECONDARY | | | POSTSECONDARY | | |
|---|---|---|---|---|---|---|
| | Number | Instructional Hours Per Week[a] | Class Size[b] | Number | Instructional Hours Per Week[a] | Class Size[b] |
| TOTAL | 8648 | 27 | 28 | 3001 | 16 | 24 |
| Total Academic | 6345 | 26 | 29 | 1539 | 15 | 27 |
| Science | 916 | 26 | 27 | 327 | 16 | 27 |
| Mathematics | 901 | 26 | 28 | 236 | 14 | 26 |
| Social studies | 1153 | 29 | 31 | 322 | 14 | 33 |
| English | 1626 | 26 | 28 | 350 | 14 | 26 |
| Foreign language | 537 | 27 | 25 | 71 | 15 | 19 |
| Fine arts | 411 | 27 | 34 | 99 | 15 | 25 |
| Physical education | 707 | 27 | 38 | 117 | 16 | 34 |
| Other | 94 | 28 | 14 | 17 | 20 | 18 |
| Total Vocational | 2303 | 28 | 25 | 1462 | 19 | 22 |
| Engineering technology | 256 | 31 | 23 | 399 | 18 | 19 |
| Automotive | 188 | 34 | 20 | 164 | 30 | 20 |
| Trades | 1296 | 31 | 22 | 87 | 28 | 20 |
| Graphics | 98 | 32 | 32 | 58 | 24 | 19 |
| Service trades, police | 57 | 33 | 24 | 65 | 23 | 24 |
| Agriculture | 49 | 28 | 17 | 24 | 17 | 17 |
| Home economics | 350 | 27 | 27 | 38 | 16 | 24 |
| Business education | 885 | 26 | 23 | 392 | 16 | 24 |
| Distributive education | 81 | 21 | [illegible] | 62 | 10 | 25 |
| Health | 43 | 31 | 28 | 173 | 24 | 25 |

[a] In median hours.

[b] In median number of students.

figures for the vocational teachers are more variable but average out at 19 hours. As before the D. E. teacher has the lightest load, and agriculture, home economics, and business education have a course load similar to the academic one.[2]

Although the vocational teachers work longer hours, they do so with fewer students, averaging four to five fewer students per class. The largest classes (with medians of over 30 students) are found in social studies, fine arts, and physical education. The only vocational instructors with more than 30 students (in an average class) are high school graphics teachers.

Offsetting their heavier involvement in direct teaching, vocational instructors carry a lighter load of nonteaching duties (see Table A-26). Although they do serve as vocational counselors, they are consistently less involved as student activity sponsors, in monitoring study halls, and as members of faculty committees. Again, the vocational disciplines that are more academically oriented--agriculture, home economics, business, and D. E. are more closely involved in club sponsorship and direct student supervision. A further deviation from the general pattern is the high incidence of curriculum committee work among postsecondary health teachers. The apparent relative relief from nonteaching duties may be dysfunctional: one of the complaints about the vocational teacher's status is that he is not truly a part of his institutional community. Nonteaching duties are not only chores but vehicles for being "where the action is."

## Career Course

Table 3:6 summarizes the career course of the typical teacher--how he was recruited, where he came from, and what his expectations are--all matters of concern to the policy maker.

Why choose teaching.--Career choices are a fascinating field of study to the behavioral scientists. Do individuals choose their life work purposively or do they drift into it through a combination of circumstances?

The typical academic teacher in the high schools, except for the science instructor, decided upon education as a career because of a favorable "set" toward teaching formed during his own high school career. So, too, did those engaged in the now familiar trio of agriculture, home economics, and business education. Teachers in other vocational fields were recruited through more varied channels. The inspiration and encouragement of an older person was instrumental in drawing the trade instructor into the high schools. Teachers of engineering technology, D. E.,

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[2] In case any distributive education teacher objects to his "favorable" position, we hasten to add that we are fully aware of his other obligations--arranging work situations, interviewing employees, etc.

## TABLE 3:6

## CAREER COURSE OF "TYPICAL" TEACHER BY SUBJECT TAUGHT

| | SECONDARY | | | | POSTSECONDARY | | | |
|---|---|---|---|---|---|---|---|---|
| | Number | Why Choose Teaching[a] | Immediate Prior Occupation[a] | Job Expectations[a] | Number | Why Choose Teaching[a] | Immediate Prior Occupation[a] | Job Expectations[a] |
| TOTAL | 8648 | H.S.E.[b] | Student | High School Teacher | 3001 | L.R.E.[b] | H. S. Teacher | Junior College Teacher |
| Total Academic | 6345 | H.S.E. | Student | High School Teacher | 1539 | L.R.E. | H. S. Teacher | Junior College Teacher |
| Science | 916 | L.R.E. | Student | High School Teacher | 327 | L.R.E., Chance | H. S. Teacher | Junior College Teacher |
| Mathematics | 901 | H.S.E. | Student | High School Teacher | 236 | L.R.E. | H. S. Teacher | Junior College Teacher |
| Social studies | 1153 | H.S.E. | Student | High School Teacher | 322 | L.R.E. | H. S. Teacher | Junior College Teacher |
| English | 1626 | H.S.E. | Student | High School Teacher | 350 | H.S.E. | H. S. Teacher | Junior College Teacher |
| Foreign language | 537 | H.S.E. | Student | High School Teacher | 71 | H.S.E. | H. S. Teacher | Junior College Teacher |
| Fine arts | 411 | H.S.E. | Student | High School Teacher | 99 | H.S.E. | H. S. Teacher | Junior College Teacher |
| Physcial education | 707 | H.S.E. | Student | High School Teacher | 117 | H.S.E. | H. S. Teacher | Junior College Teacher |
| Other | 94 | H.S.E. | Student | High School Teacher | 17 | L.R.E. | H. S. Teacher | 4-year College Teacher |
| Total Vocational | 2303 | H.S.E. | Private business | High School Teacher | 1462 | Chance | Private business | Junior College Teacher |
| Engineering technology | 256 | L.R.E. | Private business | Technical Center Teacher | 399 | L.R.E., Chance | Private business | Junior College Teacher |
| Automotive | 188 | Inspiration | Private business | Technical Center Teacher | 164 | Chance | Private business | Technical Center Teacher |
| Trades | 296 | Inspiration | Private business | High School Teacher | 87 | Chance | Private business | Technical Center Teacher |
| Graphics | 98 | Chance | Private business | High School Teacher,<br>Technical Center Teacher | 58 | L.R.E., Chance | Private business | Junior College Teacher |
| Service trades, police | 57 | Inspiration | Private business | Technical Center Teacher | 65 | Chance | Private business | Technical Center Teacher,<br>Junior College Teacher |
| Agriculture | 49 | H.S.E. | Student | High School Teacher | 24 | L.R.E. | Private business | Junior College Teacher |
| Home economics | 350 | H.S.E. | Housewife | High School Teacher | 38 | L.R.E. | Private business | Junior College Teacher |
| Business education | 885 | H.S.E. | Student, Business | High School Teacher | 392 | H.S.E., Chance | Private business | Junior College Teacher |
| Distributive education | 81 | L.R.E. | Student | High School Teacher | 62 | L.R.E. | Private business | Junior College Teacher |
| Health | 43 | L.R.E. | Hospital | Technical Center Teacher | 173 | Chance | Hospital | Junior College Teacher |

[a] Most frequently mentioned category; multiple categories are shown when each listed alternative occurs with approximately equal frequency.

[b] H.S.E. = high school experience
L.R.E. = later related experience

and health came by way of a more circuitous route; an interesting college course or an occupational experience that proved to be disappointing led them eventually to a teaching career. The graphics teacher often ended up in the high school by chance.

The element of chance, or nonpurposive choice, was an important factor in the career pattern of the postsecondary teacher. At this level, far fewer teachers made an early decision in favor of teaching. If they could identify a purposive choice, it was more frequently based on later related experience than on their high school period or on an older role model.

Immediate prior occupation.--Most of the academic teachers come directly from a previous educational experience, either from college, graduate school, or from another high school teaching position. If one views progression through the grades as upward mobility, the typical post-secondary teacher is upwardly mobile, having previously taught in a secondary school. There is also some downward mobility at this level as one-quarter of these instructors have previously taught in a four-year college (see Table A-21).

Fifty per cent, or more of the vocational teachers in all fields but high school agriculture, business, and distributive education came into their present jobs from outside of education. The high incidence of recruitment of postsecondary vocational teachers from private business is most pronounced in the technical centers--probably facilitated by the recency of the development of these schools and, perhaps, by their different recruiting techniques. These institutions insist less often on standard academic credentials, are more disposed toward part-time teachers, and exemplify a new philosophy of education that may be appealing to the practicing businessman.

Our respondents expect to remain teachers and to continue to engage in their profession in the same type of school in which they are now employed. Half of the high school teachers have done all of their teaching in their present school and have held that position for five or six years. A third of the postsecondary academic teachers and one-half of the postsecondary vocational teachers are also in their first teaching position with an average tenure of 3 to 4 years. The frequent expectation among trade instructors that they will be working in a technical center in five years may be a portent of institutional reorganization to come. But the important conclusion is that this is a population of public school teachers who expect to remain public school teachers, rather than "graduate" to university teaching or administration or reenter the outside labor market.

## Satisfaction With Teaching

Almost three-fourths of the respondents have taught for four years or more, long enough to form some opinion about the desirability of education as a profession. Some had started teaching "by chance," particularly those in the postsecondary vocational subjects, but most had "chosen" teaching, often while still in high school.

However they were recruited into education and whatever their field, it is clear that most teachers were satisfied with their profession. When at least half of the teachers in every subject would choose teaching again, it may be unjust to call attention to the mild dissenters. However, the finding that there is relatively less satisfaction in science, mathematics, and engineering technology, fields which carry high status in education, is worth noting. (See Table A-31.) There are many employment opportunities outside of education for persons in these three fields. The more attractive the alternative choices, the less satisfied one may be where he is. There is some evidence supporting this theory in the finding that women are generally more satisfied with teaching than men.

Advantages of teaching.--Why do teachers like teaching? The survey findings indicate that flexibility and stimulation are high on the list of advantages. Summers free for study or travel, the opportunity to combine teaching with raising a family, and the intellectual stimulation of colleagues and students are very real rewards. (See Table A-28.) Although there are interesting minor variations in emphasis, such as the greater emphasis on security among high school vocational teachers, the pattern of major advantages is essentially similar within all groups.

Disadvantages of teaching.--Even a chosen profession has its disadvantages. Major concerns were lack of time to plan and prepare, poor administration which results in unnecessary clerical work for the teacher, and unmotivated students. (See Table A-29.) Again, the disadvantages, like the advantages, are essentially similar according to respondents in all subject areas, suggesting that both the favorable and the unfavorable aspects of teaching are related to institutional rather than subject matter variables. This conclusion is supported by the finding that more teachers in postsecondary schools, where there is greater flexibility in institutional requirements, expressed the view that there were no particular drawbacks to teaching as a profession.

## Summary

The typical teacher, whatever his subject area, was born in the late 20's or early 30's and grew up in a blue collar household in a city, probably a large one. Unless he is in the automotive or service trades, the chances are 2-1 that he has a B. A. or higher degree. His occupational experience has been primarily in teaching, and he has taught his major subject for several years. While the median vocational instructor has five to nine years of full-time outside employment, the distribution is bimodel--the most frequent response is no outside employment at all; the second most frequent response is ten or more years of full-time employment. The general lack of appreciable amounts of full-time outside employment is consonant with the relative lack of such requirements in all types of schools.

Almost 30 per cent of the respondents were working toward some type of formal degree, most frequently in a master's program. In addition, half of them had taken one or more nondegree course within the last five years, usually as recently as 1966 and usually in a college or university setting.

Positive high school experiences, inspiration of an older role model, later related experience, and chance were all cited as reasons for choosing teaching as a profession. Most of the academic instructors came to their present position directly from a previous educational experience. The majority of the vocational teachers, except in agriculture, business, and D. E. came from outside of education. However recruited into education, it is clear that most teachers were satisfied with their profession and expect to remain in it as classroom teachers.

# IV. TEACHER OPINIONS

At this point the focus of the narrative shifts from the description of school programs and faculty characteristics to the analysis of teachers' opinions about: the extent of their personal autonomy, the adequacy of school services; current secondary and postsecondary curricula, and questions of educational policy. As before, summary tables are presented in the text, one for each educational level. Frequency distributions upon which these summaries are based are shown in Appendix Tables A-32 through A-77. Typical opinions are useful in indicating a general climate of opinion, but they do not tell the whole story. The modal group seldom encompasses less than 30 per cent of the respondents in a subcategory and may include 50 per cent or more, but there is always a "minority opinion." Where the shape of the distribution is bimodal, as is often the case, double entries appear in the text tables.

## Personal Autonomy

Every teacher rated on a four point scale (from "no influence," low, to "my decision solely," high) the degree of influence he had in twelve decision areas related to the curriculum, teaching methods, and students in his courses. The areas are divided into three each dealing with curriculum and teaching methods, and six treating the teacher's relationship with his students (see Faculty Questionnaire, Appendix B).

Autonomy in the secondary school.--The ratings displayed in Table 4:1 demonstrate a generally high measure of agreement about the extent to which the individual teacher can control his job situation. "No influence" ratings are prevalent with respect to curriculum matters such as class size, course prerequisites, and the closely related course recruitment and rejection of unqualified applicants, although there is less unanimity about lack of influence over the latter. In rather striking contrast, the teachers state that they have "considerable influence" in deciding specific course content, some to considerable influence in text book selection, considerable leeway in adopting new teaching methods, and complete freedom in choosing audiovisual materials.

The findings, paradoxical though they may be, are fascinating, for they shed some light on why class size and curriculum planning are becoming frequent issues in contractual negotiations. Heretofore, the teacher has been able to control the dynamics of his teaching situation but not its structure: students, qualified or not, were sent to him in whatever quantity that was considered administratively practical; he was then free to exercise his creativity in conducting his class more or less in his own manner.

The uneven involvement of the classroom teacher in school matters is further documented by the relationship with his students presented

TABLE 4:1

MODAL AMOUNT OF INFLUENCE IN SELECTED DECISION AREAS
SECONDARY TEACHERS BY SUBJECT TAUGHT

| Subject | Number | Class Size | Course Prerequisites | Course Content | Textbook Selection | New Teaching Methods | Selection A-V Materials | Course Recruitment | Reject Unqualified | Disciplinary Dismissals | Fail Students | College Recommendations | Job Recommendations |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TOTAL SECONDARY | 8648 | 4[a] | 4 | 2 | 3 | 2 | 1 | 4 | 4 | 3 | 1 | 3 | 3 |
| Total Academic | 6345 | 4 | 4 | 2 | 3 | 2 | 1 | 4 | 4 | 3 | 1 | 3 | 3, 4 |
| Science | 916 | 4 | 4 | 2 | 2, 3 | 2 | 1 | 4 | 4 | 3 | 1 | 3 | 3, 4 |
| Mathematics | 901 | 4 | 4 | 2, 3 | 3 | 2 | 1 | 4 | 3 | 3 | 1 | 3 | 3, 4 |
| Social studies | 1153 | 4 | 4 | 2 | 3 | 2 | 1 | 4 | 4 | 3 | 1 | 3 | 3, 4 |
| English | 1626 | 4 | 4 | 2 | 3 | 2 | 2, 3 | 4 | 4 | 3 | 1 | 3 | 3, 4 |
| Foreign language | 537 | 4 | 4 | 2 | 3 | 2 | 2, 3 | 4 | 3 | 3 | 1 | 3 | 3, 4 |
| Fine arts | 411 | 3 | 1 | 1 | 1 | 1 | 1 | 2, 3 | 3 | 2, 3 | 1 | 3 | 3 |
| Physical education | 707 | 4 | 4 | 2 | 4 | 1, 2 | 1 | 4 | 4 | 3 | 1 | 3 | 3, 4 |
| Other | 94 | 4 | 4 | 2 | 1 | 1 | 1 | 4 | 2, 4 | 2 | 1 | 4 | 2, 3 |
| Total Vocational | 2303 | 4 | 4 | 2 | 2 | 2 | 1 | 3, 4 | 3 | 3 | 1 | 3 | 3 |
| Engineering | 256 | 4 | 3, 4 | 2 | 1 | 1, 2 | 1 | 3, 4 | 3 | 3 | 1 | 3 | 2 |
| Automotive | 188 | 4 | 2, 3 | 2 | 1, 2 | 2 | 1 | 4 | 3 | 3 | 1 | 3 | 2 |
| Trades | 296 | 3, 4[b] | 2, 3, 4 | 1, 2 | 1 | 1, 2 | 1 | 4 | 3 | 3 | 1 | 3, 4 | 2 |
| Graphics | 98 | 3 | 3 | 2 | 1, 2 | 2 | 1 | 3 | 3 | 3 | 1 | 3 | 2 |
| Service trades, police | 57 | 4 | 3, 4 | 2, 3 | 2 | 3 | 1 | 3, 4 | 3, 4 | 3, 4 | 1 | 4 | 2 |
| Agriculture | 49 | 3 | 2 | 1 | 1 | 1 | 1 | 3 | 3 | 2, 3 | 1 | 3 | 2 |
| Home economics | 350 | 4 | 3, 4 | 2 | 2 | 1, 2 | 1 | 3 | 4 | 3 | 1 | 3 | 3 |
| Business education | 885 | 4 | 4 | 2, 3 | 3 | 2 | 1 | 4 | 3 | 3 | 1 | 3 | 3 |
| Distributive education | 81 | 2, 4 | 4 | 2 | 1 | 1, 2 | 1 | 1, 2 | 1 | 2 | 1 | 3 | 1 |
| Health | 43 | 4 | 3, 4 | 2 | 3 | 2, 3 | 1 | 3 | 3 | 2, 3 | 1 | 4 | 2, 3 |

[a] 1 = "my decision solely"  3 = "some influence"
2 = "considerable influence"  4 = "no influence"

[b] Multiple numbers are shown when each listed alternative occurs with approximately equal frequency.

through these ratings. Although he has very little control over whom he accepts in the first place, he has the honored academic prerogative to fail the student, and some say in dismissing a student who is a disciplinary problem. Once the student leaves his immediate environment, however, the instructor again exercises relatively little influence on his future, e.g. in college or job placement recommendations. In today's educational bureaucracy, these tasks are in someone else's bailiwick. Yet the teacher pays the price because he seeks the challenge of working and associating with youth.

Let the policymaker ponder this role dissonance arising in the secondary school setting. Attention now must be directed to the exceptions that test the general rule, for they are as significant as the overall ratings.

On the academic side of the picture, the fine arts teachers report most autonomy in course organization. Music and art are talent-oriented subjects. Here, the instructor seems to feel that he is allowed to exercise his professional judgment about minimal standards for admittance to the course; how he can enforce these decisions without adequate control over class size remains a mystery. He also has free rein in the manner in which he organizes and presents his material, a degree of autonomy most frequently approximated by the special education teacher who also works with an atypical student clientele.

In general, the vocational teachers have more freedom than their academic colleagues in making decisions in the areas of textbook selection, rejection of unqualified students, and, to some extent, in course recruitment and job placement recommendations. Perhaps the most nearly autonomous agent among the vocational specialists is the distributive education teacher. He may have considerable control over class size, actively recruits for the course, feels free to reject unqualified students, and plays a direct role in job placement. His relative latitude in decision-making is understandable within the current educational structure when one recalls that the distributive education coordinator is a quasi-administrator. The distributive educator's freedom is approximated by that of the teacher of agriculture, the oldest successful vocational specialty.

Autonomy at the postsecondary level.--As shown in Table 4:2, more decision making power is found at the postsecondary level, but the differences between levels are not as marked as one might have expected. Again, teachers lack influence over class size, course recruitment, and, to a lesser degree, rejection of unqualified students. They do, however, have a larger voice in determining course prerequisites, particularly in the vocational subjects, and in disciplinary dismissals. Strangely enough, the vocational teachers feel they have less to say about college placement recommendations than do their secondary counterparts, perhaps assuming that fewer of their students will take further training. Although somewhat blunted, the same general pattern of control over course presentation but lack of influence in student placement may be observed everywhere.

## TABLE 4:2

### MODAL AMOUNT OF INFLUENCE IN SELECTED DECISION AREAS POSTSECONDARY TEACHERS BY SUBJECT TAUGHT

| Subject | Number | Class Size | Course Prereq-uisite | Course Content | Textbook Selection | New Teaching Methods | Selection A-V Materials | Course Recruit-ment | Reject Unqualified | Disci-plinary Dismissals | Fail Students | College Recommen-dations | Job Recommen-dations |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TOTAL POSTSECONDARY | 3001 | 4[a] | 2, 4[b] | 2 | 2 | 2 | 1 | 4 | 3, 4 | 2 | 1 | 3 | 3 |
| Total Academic | 1539 | 4 | 2, 4 | 2 | 2 | 2 | 1 | 4 | 3, 4 | 2 | 1 | 3 | 3 |
| Science | 327 | 4 | 2 | 2 | 1 | 1, 2 | 1 | 4 | 3, 4 | 1, 2 | 1 | 3 | 3 |
| Mathematics | 236 | 4 | 2, 4 | 2 | 2 | 1, 2 | 1 | 4 | 3 | 2 | 1 | 3 | 3 |
| Social studies | 322 | 4 | 2, 3, 4 | 2 | 2 | 1 | 1 | 4 | 4 | 2 | 1 | 3 | 3 |
| English | 350 | 4 | 4 | 2 | 2 | 1, 2 | 1 | 4 | 4 | 1, 2 | 1 | 3 | 3 |
| Foreign language | 71 | 3, 4 | 2, 3 | 2 | 1 | 1, 2 | 1 | 4 | 2 | 2 | 1 | 3 | 4 |
| Fine arts | 99 | 3 | 2 | 1 | 1 | 1 | 1 | 2 | 1, 3 | 2 | 1 | 3 | 3 |
| Physical education | 117 | 3 | 2 | 2 | 2 | 1 | 1 | 4 | 2, 4 | 1 | 1 | 3 | 3 |
| Other | 17 | 3, 4 | 4 | 2 | 2 | 1 | 1 | 3 | 3 | 2 | 1 | 3, 4 | 3 |
| Total Vocational | 1462 | 4 | 2 | 2 | 2 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 2 |
| Engineering technology | 390 | 4 | 2, 3, 4 | 2 | 1, 2 | 2 | 1 | 4 | 2, 3, 4 | 2 | 1 | 3, 4 | 2, 3 |
| Automotive | 164 | 4 | 3 | 2 | 2 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 2 |
| Trades | 87 | 4 | 4 | 2 | 1, 2 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 2 |
| Graphics | 58 | 3 | 2 | 2 | 1 | 1 | 1 | 3 | 2 | 2 | 1 | 2 | 2 |
| Service trades, police | 65 | 3, 4 | 2 | 2 | 1 | 1,2 | 1 | 3 | 2 | 3 | 1 | 4 | 2 |
| Agriculture | 24 | 3 | 2 | 2 | 1 | 1 | 1 | 2 | 2, 3 | 1, 3 | 1 | 2 | 2 |
| Home economics | 38 | 3 | 2 | 2 | 1 | 1 | 1 | 3, 4 | 3, 4 | 2 | 1 | 4 | 2 |
| Business education | 392 | 4 | 2 | 2 | 2 | 2 | 1 | 4 | 3, 4 | 2 | 1 | 3, 4 | 2, 3 |
| Distributive education | 62 | 4 | 2, 3 | 2 | 1, 2 | 1 | 1 | 2, 3, 4 | 3, 4 | 2 | 2 | 3 | 2 |
| Health | 173 | 4 | 4 | 2 | 2 | 2 | 1 | 3 | 3 | 2, 3 | 1 | 3, 4 | 3 |

[a] 1 = "my decision solely" 3 = "some influence"
2 = "considerable influence" 4 = "no influence"

[b] Multiple numbers are shown when each listed alternative occurs with approximately equal frequency.

The major difference between the two educational levels obtains in the determination of course prerequisites, where the postsecondary teacher plays a much more active role. As before, we find that instructors in fine arts, graphics, and agriculture have somewhat more autonomy than their colleagues in other fields. On the other hand, the teacher of distributive education presents a less positive picture; it may be that at this level he does not hold as administrative a position as in the high school. Analysis of the departmental organization of the junior college indicates that D. E. is often considered part of the Business Education Department rather than a separate specialty.

## Adequacy of School Services

Any practitioner wishes to be generally proud of his field and individually proud of his organization's position within it. The professional also prides himself on his objectivity. It is to the credit of the respondents that their ratings of various aspects of their school programs reflect a balance of these two factors. There is an understandable tendency to rate one's own piece of the action as above average in quality, but there are also judgments that suggest that these teachers are aware of some of the weaknesses in their school programs.

Secondary programs.--Both academic and vocational instructors generally agree that academic counseling and placement are "average," the midpoint of the rating scale provided, but that the rest of the academic program is above average. One interesting exception is the average rating on "suitability for a major university" given academic courses by many teachers in technical subjects, the three categories of T & I, and agriculture. Another exception to the general pattern is the recurring "no opinion" response of instructors in the health occupations.

There is less consensus between academic and vocational teachers in rating the adequacy of the vocational program. Foreign language teachers may feel incompetent to judge the excellence of the vocational program in their school, many teachers in all academic fields have doubts about the breadth of the vocational curriculum, but the overall assessment by academic teachers boils down to "average." Not so the vocational teachers. They are more critical of the vocational counseling services offered and express greater variety in judgments of the adequacy of the vocational placement services. Otherwise, they generally rate the programs in which they work as above average. Agriculture and home economics teachers are more critical in their assessment of the breadth and suitability of the vocational program than teachers in the other occupational fields. The low ratings ("below average") given job placement services by a fair share of the teachers in engineering technology and the trades are cause for concern. These instructors have considerable influence on job placement recommendations, but still feel that the school is not doing all it can to place their students. (See Table 4:3.)

Postsecondary programs.--Several conclusions emerge from the findings given in Table 4:4. At the postsecondary level, academic teachers generally record more favorable judgments of the vocational

TABLE 4:3

MODAL RATINGS OF OWN SCHOOL PROGRAM
SECONDARY TEACHERS BY SUBJECT TAUGHT

| Subject | Number | Vocational Program |  |  |  |  |  | Academic Program |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | Counseling | Placement | Breadth of Courses | Suitability for Local Job Market | Suitability for Further Training | Board of Education Supports | Counseling | Placement | Breadth of Courses | Suitability for State College | Suitability for Major University | Board of Education Support |
| TOTAL SECONDARY | 8648 | 2[a] | 2 | 1, 2, 3[b] | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| Total Academic | 6345 | 2 | 2 | 2, 3 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| Science | 916 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 |
| Mathematics | 901 | 2 | 2 | 2, 3 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| Social studies | 1153 | 2 | 2 | 2, 3 | 2 | 2 | 2 | 2 | 2 | 1, 2 | 1 | 1 | 1 |
| English | 1626 | 2 | 2 | 2, 3 | 2 | 2 | 2, 5 | 2 | 2 | 1 | 1 | 1 | 1 |
| Foreign language | 537 | 2 | 2 | 2 | 1, 5 | 5 | 5 | 1, 2 | 2 | 1 | 1 | 1 | 1 |
| Fine arts | 411 | 2 | 2 | 2, 3 | 2 | 2 | 1, 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| Physical education | 707 | 2 | 2 | 2, 3 | 2 | 2 | 2 | 1, 2 | 1, 2 | 1 | 1 | 1 | 1 |
| Other | 94 | 2 | 2 | 3 | 3 | 3 | 2 | 1, 2 | 1, 2 | 1 | 1 | 1 | 1 |
| Total Vocational | 2303 | 3 | 1, 2, 3 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| Engineering technology | 256 | 3 | 1, 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1, 2 | 1 |
| Automotive | 188 | 3 | 1 | 1 | 1 | 1 | 1, 2 | 2 | 2 | 1 | 1 | 1, 2 | 1 |
| Trades | 296 | 3 | 3 | 1 | 1, 2 | 1, 2 | 2 | 2 | 2 | 1, 2 | 1 | 1, 2 | 1 |
| Graphics | 98 | 3 | 1 | 1 | 1 | 1 | 1 | 1, 2 | 2 | 1 | 1 | 1, 2 | 1 |
| Service trades, police | 57 | 2 | 1 | 1 | 1 | 1 | 1 | 1, 2 | 5 | 2 | 2 | 2, 3, 5 | 1 |
| Agriculture | 49 | 3 | 3 | 3 | 2 | 2 | 2 | 1 | 2 | 1, 2 | 1 | 1, 2 | 1 |
| Home conomics | 350 | 2 | 2 | 1, 2, 3 | 2 | 2 | 1, 2 | 1, 2 | 2 | 1 | 1 | 1 | 1 |
| Business education | 885 | 3 | 2 | 1 | 1, 2 | 1 | 2 | 1, 2 | 2 | 1 | 1 | 1 | 1 |
| Distributive education | 81 | 3 | 1, 2 | 1 | 1 | 1 | 2 | 1, 2 | 2 | 1 | 1 | 1 | 1 |
| Health | 43 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2, 5 | 2 | 5 | 5 | 1 |

[a] 1 = "above average"　3 = "below average"　5 = "no opinion"
2 = "average"　4 = "nonexistent"

[b] Multiple ratings are shown when each listed rating occurs with approximately equal frequency.

TABLE 4:4

MODAL RATINGS OF OWN SCHOOL PROGRAM
POSTSECONDARY TEACHERS BY SUBJECT TAUGHT

| Subject | Number | Vocational Program | | | | | | Academic Program | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Counseling | Placement | Breadth of Courses | Suitability for Local Job Market | Suitability for Further Training | Governing Board Support | Counseling | Placement | Breadth of Courses | Suitability for State College | Suitability for Major University | Governing Board Support |
| TOTAL POSTSECONDARY | 3001 | 1, 2[a][b] | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 |
| Total Academic | 1539 | 2 | 1, 2, 5 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 |
| Science | 327 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 |
| Mathematics | 236 | 2 | 1, 2 | 1 | 1 | 1 | 1 | 2 | 2 | 1, 2 | 1 | 1 | 1 |
| Social studies | 322 | 1 | 1, 2 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 |
| English | 350 | 2 | 5 | 1 | 1 | 5 | 1, 5 | 1, 2 | 2 | 1, 2 | 1 | 1 | 1 |
| Foreign language | 71 | 5 | 5 | 5 | 1, 5 | 5 | 5 | 1 | 5 | 1 | 1 | 1 | 1 |
| Fine arts | 99 | 2 | 5 | 1 | 1 | 1, 5 | 1 | 1, 2 | 5 | 1 | 1 | 1 | 1 |
| Physical education | 117 | 2 | 2 | 1 | 1 | 1 | 1 | 1, 2 | 1, 2 | 1 | 1 | 1 | 1 |
| Other | 17 | 2 | 1 | 5 | 1 | 1 | 1, 2, 4 | 2 | 2, 5 | 1, 2 | 1 | 1 | 1 |
| Total Vocational | 1462 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 |
| Engineering technology | 399 | 2 | 1 | 1 | 1 | 1 | 1, 2, 5 | 2 | 2, 5 | 1, 2 | 1 | 1 | 1 |
| Automotive | 164 | 1, 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 5 | 5 | 1 |
| Trades | 87 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 5 | 2 | 5 | 5 | 1, 5 |
| Graphics | 58 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Service trades, police | 65 | 1, 2 | 1 | 1 | 1 | 1 | 1 | 2 | 5 | 1 | 1, 2 | 2 | 1 |
| Agriculture | 24 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| Home economics | 38 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 |
| Business education | 392 | 1, 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 |
| Distributive education | 62 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1, 2 | 1 | 1 | 1 | 1 |
| Health | 173 | 1, 2 | 1 | 1 | 1 | 1 | 1 | 1, 2 | 2 | 1, 2 | 1 | 1, 5 | 1 |

[a] 1 = "above average" 3 = "below average" 5 = "no opinion"
2 = "average" 4 = "nonexistent"

[b] Multiple ratings are shown when each listed rating occurs with approximately equal frequency.

programs in their schools than do those at the secondary level. That is, when they express a view. (Many instructors in English, foreign language, and fine arts checked "no opinion" when asked to evaluate the breadth and suitability of the vocational courses and job placement services in their institutions.) Similarly, technical and trade instructors sometimes feel ill equipped to judge the academic program. No such restraint characterizes those in agriculture, home economics, and business education, who again demonstrate their intermediate position.

Looking more closely at the specific services offered, we find a much higher level of agreement than before on the adequacy of vocational counseling and placement, both between the two groups and within the vocational fraternity. In these respects the faculty gave the administration's effort to fulfill the needs of the terminal student a vote of confidence. Indeed, both groups rate these services more highly than the parallel academic services!

Follow-up of students.--Lest the reader become too skeptical about the positive picture presented in Tables 4:3 and 4:4, we refer him to Tables A-56 through A-58 which show what teachers said about the adequacy of the student follow-up studies conducted by their respective institutions. Many instructors in most fields at both levels decline to rate these studies at all. When they do, postsecondary instructors more often give favorable ratings to studies of vocational graduates while high school respondents more often give such ratings to follow-ups of academic graduates. Only high school D. E. and postsecondary home economics teachers give better than a below average rating to follow-up studies of dropouts. As the student disappears from the field of vision of the teacher when he finishes a course, so he leaves the life space of the school when he graduates or drops out.

## Curriculum Emphases

A major section of the questionnaire was devoted to the teacher's reactions to the amount of emphasis given to each of the basic academic subjects and to vocational training in five curricula--a high school college preparatory program, a vocational high school program, a postsecondary one year certificate program, a two year technical program, and a junior college transfer program. The number of units assigned to each course of study in each of the model curricula was determined after study of state requirements for high school graduation, college entrance requirements, junior college catalogues, and technical center brochures. (See Teacher questionnaire, Appendix B, for the number of units assigned to each subject.) In summarizing teacher opinions about current curricula, we do not present modal opinions, but those of the respondents who propose some form of revision. Reaffirmation of the status quo is of little help to the administrator who is committed to change, and the majority of these administrators, like their fellows throughout the ranks of educational policy makers, are so committed.

Consensus on positive change (needs more emphasis) and negative change (needs less emphasis) was considered to be sufficiently high to be of interest when 30 per cent of the respondents in a category agreed on a positive emphasis and 15 per cent agreed on a negative one. The different criterion points were set to minimize the dual tendency of the teacher to want more of everything, especially his own subject, and yet hesitate to diminish the contribution of any area to the school program. Again the reader is invited to study the actual percentages, given in Tables A-59 through A-68, which may run as high as 90 per cent when more of a subject is desired or as high as 50 per cent on the negative side.

Secondary opinions.--Inspection of Table 4:5 shows that the principal "need more" subject is mathematics. This is true of every curriculum except the one-year certificate program where no group of teachers (i.e., at least 30%) would put more emphasis on anything. The other most frequent entries on the emphasis side of the ledger are science, electives, and humanities (at the junior college level). Not shown in Table 4:5 is the universal agreement among all 18 groups that the high school college preparatory program should include some general training in vocational skills, currently lacking altogether (see Table A-59). Further analysis of the responses, program by program, indicates a clear desire in every subgroup to broaden the general education component of the vocational high school curriculum. Almost every group wants more mathematics and science, and half of the groups want more English. In addition, foreign language and health teachers desire more foreign language; social studies teachers want more of their specialty; and fine arts teachers favor more electives.

On the "needs less" side of the ledger, foreign language and social studies are the prime candidates for deemphasis in all programs. Eight of the ten vocational groups would recommend fewer units of one or both of these in the college preparatory curriculum. Only home economics and health instructors would leave unit allocations to these subjects as they are now and reduce the number of electives. The heaviest concentration of "negative" entries in the table concerns the junior college transfer program. All 18 subgroups would place less emphasis on social studies or foreign language or both in this curriculum. In addition, teachers in the trades and D. E. would reduce the number of units in English; those in social studies, English, business, and distributive education would reduce those in science.

Interestingly, although secondary teachers wish to broaden the high school vocational program, they would place less emphasis on the general education aspect of the postsecondary two-year technical curriculum. Mathematics is still sacrosanct, but the physical and social sciences, English, and related electives are all frequently mentioned as absorbing too much of the technical student's time. (Foreign language does not appear in this list because it is not offered as a standard part of the technician's training.) A curious paradox. Unless one assumes that the high school years are the time for general education and the postsecondary years are the time for more concentrated job training.

Postsecondary opinions.--An overview of the display in Table 4:6 reveals a general similarity of pattern. Postsecondary teachers also propose the fewest changes in the certificate program, recommend

TABLE 4:5

SUMMARY OF MAJOR CHANGES DESIRED IN CURRENT CURRICULA BY SECONDARY TEACHERS BY SUBJECT TAUGHT

| Subject | Number | College Preparatory Program | | High-School Vocational or Technical Program | | Postsecondary One Year Certificate Program | | Postsecondary Two Year Technical Program | | Junior College Two Year Transfer Program | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Need More[a] | Need Less[b] | Need More | Need Less | Need More | Need Less | Need More | Need Less | Need More | Need Less |
| TOTAL | 8648 | Ma[c] | - | Ma, Sc | - | - | - | - | SS | Hu | Sc, FL, SS |
| Total Academic | 6345 | Ma | - | Ma, Sc | - | - | - | - | SS | Hu | FL, SS, Sc |
| Science | 916 | Ma, Sc | SS | Ma, Sc, Eg | - | - | - | - | SS | Ma | FL, SS |
| Mathematics | 901 | Ma, Sc | SS | Ma, Sc | - | - | - | Ma | SS | Ma | FL, SS |
| Social studies | 1153 | Ma, El | - | Ma, Sc, SS | - | - | - | - | Sc | Hu | FL, Sc |
| English | 1626 | Ma | - | Ma, Sc, Eg | - | - | - | - | Sc | Hu | FL, Sc, SS |
| Foreign language | 537 | FL, Ma | - | Ma, FL, Sc, Eg | - | - | - | - | Sc, SS | Hu | Sc, SS |
| Fine arts | 411 | El | SS | Ma, El | - | - | Ma | - | Sc, SS | Hu | FL, SS, Sc |
| Physical education | 707 | Ma | FL | Ma, Sc | - | - | - | - | SS | - | FL, SS |
| Other | 94 | Ma | - | Ma, Sc, Eg | - | - | - | - | Sc, Th | Hu, Ma | FL |
| Total Vocational | 2303 | Ma | FL, SS | Ma, Sc | - | - | SS | - | SS, Sc, Eg | - | FL, SS, Sc |
| Engineering technology | 256 | Ma | FL, SS | Ma, Sc | SS | - | SS, Eg | Ma | SS, Eg | Ma | FL, SS, Eg |
| Automotive | 188 | Ma | FL, SS | Ma, Sc | El, SS | - | SS | Ma | SS, Eg, Sc | Ma | FL, SS, Eg |
| Trades | 296 | Ma | FL, SS | Ma, Sc | SS | - | SS | Ma | SS, Eg, El, Sc | Ma | FL, SS, Eg |
| Graphics | 98 | Ma, El | FL, SS | Ma, Sc, Eg | SS | - | SS | Ma | SS, Sc, El, Eg | Hu | FL, SS, Sc |
| Service trades, police | 57 | - | FL | Ma, Sc, Eg | El | - | SS | - | Sc | - | FL, SS, Sc |
| Agriculture | 49 | Fl | FL, SS | Ma, Sc | SS | - | SS | Ma | SS, Eg | - | FL, SS, Eg |
| Home economics | 350 | - | EL | Ma, Sc | - | - | - | - | SS | - | FL, SS |
| Business education | 885 | Ma | FL, SS | Ma, Eg | - | - | SS | - | Sc, SS | - | FL, SS, Sc |
| Distributive education | 81 | Ma, El | FL, SS | Ma, Eg | - | - | SS, Ma | - | Eg, SS, Sc | - | FL, SS, Sc, Eg |
| Health | 43 | Ma | El | Ma, Eg, Sc, FL | - | - | - | Ma | SS, El | Ma | FL, SS |

[a] Only areas in which approximately 30% or more of the respondents expressed a need for more emphasis.

[b] Only areas in which approximately 15% or more of the respondents expressed a need for less emphasis.

[c] Code for subjects:
Mathematics . . . . . . . . Ma
Science-Physical, Natural . Sc
Electives . . . . . . . . . El
Foreign Language. . . . . . FL
Social Science, Studies . . SS
English . . . . . . . . . . Eg
Vocational Skills . . . . . VS
Theory in Major Field . . . Th
Humanities. . . . . . . . . Hu

## TABLE 4:6

## SUMMARY OF MAJOR CHANGES DESIRED IN CURRENT CURRICULA BY POSTSECONDARY TEACHERS BY SUBJECT TAUGHT

| Subject | Number | College Preparatory Program | | High School Vocational or Technical Program | | Postsecondary One Year Certificate Program | | Postsecondary Two Year Technical Program | | Junior College Two Year Transfer Program | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Need More[a] | Need Less[b] | Need More | Need Less | Need More | Need Less | Need More | Need Less | Need More | Need Less |
| TOTAL | 3001 | Ma, VS, Sc[c] | FL, SS | Eg, Ma, Sc | - | - | SS, VS | Ma | Eg, Sc, SS, El | Hu | SS, FL |
| Total Academic | 1539 | Ma, VS, Sc | FL, SS | Eg, Ma, Sc | VS | - | VS | Ma | SS | Ma, Hu | SS, FL |
| Science | 327 | Ma, VS, Sc | SS, FL | Eg, Ma, Sc | VS | - | SS, VS | Ma | SS, VS, El | Ma, Hu | SS, FL |
| Mathematics | 236 | Ma, VS, Sc | SS, FL | Ma, Sc | - | - | SS, VS | Ma | Eg, SS, VS | Ma, Hu | SS, FL |
| Social studies | 322 | FL, VS, Ma, Sc | FL | Eg, Ma, Sc, SS | VS | - | VS | - | - | Ma | Eg, Sc, FL |
| English | 350 | FL, VS, Ma | - | Eg, Ma, Sc | - | Eg, VS | - | - | - | Hu | Sc, SS, FL |
| Foreign language | 71 | FL, VS, Ma | - | Eg, Ma, Sc | - | - | VS | - | Sc, SS, Ma | Hu | SS, El |
| Fine arts | 99 | VS, El | FL | Eg, Ma, Sc, El | - | - | Ma, VS | - | Sc, SS | Hu, El | Ma, Sc, SS, FL |
| Physical education | 117 | VS, Ma, Sc | FL | Ma, Sc | - | - | Ma, VS | - | Sc, SS | Hu | SS, FL |
| Other | 17 | Ma, Sc | SS, FL | Ma, Sc | SS | - | Ma, VS, SS | Ma | SS, VS, El | Ma | SS, FL |
| Total Vocational | 1462 | VS, Ma, Sc | FL, SS | Ma, Sc | - | - | SS | Ma | Eg, Sc, SS | Ma | Eg, SS, FL |
| Engineering technology | 399 | Ma, VS, Sc | SS, El, FL | Ma, Sc | SS | - | Eg, SS, VS | Ma | Eg, SS, VS, El | Ma | Eg, SS, FL |
| Automotive | 164 | VS, Ma | FL, SS, El | Ma, Sc | Eg | - | Eg, SS | Ma | Eg, Sc. SS, El | Ma | Eg, SS, FL |
| Trades | 87 | VS, Ma, Sc | FL, SS, El | Ma, Sc | Eg, SS, El | - | SS | Ma | Eg, SS, El | Ma | Eg, El, SS, FL |
| Graphics | 58 | VS, Ma | FL, SS | Ma, Sc | - | - | VS | Ma | Eg, Sc, SS, El | Hu | Eg, Sc, SS, FL |
| Service trades, police | 65 | VS, Ma | FL | Eg, Ma, Sc, SS | - | - | - | - | Eg, Sc, El | Ma | Sc, SS, FL |
| Agriculture | 24 | VS, Ma, Sc | SS, FL | Eg, Ma, Sc | SS, El | - | SS, Th | - | SS, Th, El | Ma | Eg, SS, FL |
| Home economics | 38 | VS | - | Ma, Sc | SS, VS | - | Ma | - | Eg, El | - | Eg, Sc, SS, FL |
| Business education | 392 | Ma, VS | FL, SS | Eg, Ma, Sc. | VS | - | Ma, SS, VS | Ma | Sc, SS, El | Ma | SS, Sc, FL |
| Distributive education | 62 | VS, Ma, Sc | SS, FL, El | Eg, Ma, Sc | SS | - | Eg, Ma, SS, VS | Ma | Eg, Sc, VS, El | Ma, Hu | Eg, Sc, SS, FL |
| Health | 173 | VS, Ma, Sc | El | Eg, Ma, Sc. | VS | - | - | - | - | Hu | SS, FL |

[a] Only areas in which approximately 30% or more of the respondents expressed a need for more emphasis.

[b] Only areas in which approximately 15% or more of the respondents expressed a need for less emphasis.

[c] Code for subjects:

| Mathematics . . . . . . . . Ma | Foreign Language. . . . . . FL | Vocational Skills . . . . . VS |
|---|---|---|
| Science-Physical, Natural . Sc | Social Science, Studies . . SS | Theory in Major Field . . . Th |
| Electives . . . . . . . . . El | English . . . . . . . . . . Eg | Humanities. . . . . . . . . Hu |

broadening the general studies component of the high school vocational program, and suggest deemphasis of social studies and foreign language where applicable. They, too, advocate more general vocational training and mathematics in the college preparatory program but would add more units of science as well. Again, the largest number of negative entries is related to the junior college transfer program.

Aside from the general consensus noted above, there are some interesting variations in recommendations among the subject fields. Vocational teachers (in 7 of the 10 groups) would reduce the amount of time devoted to English in both the technical and transfer programs. There is also general consensus among the occupational specialists that there are too many elective units in the technical program, and agreement among those in T & I and D. E. that there should be fewer elective units in the college preparatory program. On the other hand, instructors in the academic fields do not share these opinions; rather they think that shop and related job experience comprise too large a portion of the certificate program and may be overemphasized in the vocational high school. Finally, the only instance in which any appreciable group of teachers would reduce the number of units assigned to mathematics is the suggestion by those in fine arts, physical education, home economics, and D. E. that there could be less of this subject in the certificate program.

As at the secondary level, the overall pattern of change reflects three general themes: (1) a broad general education in the high school, with adequate allowance for the current overemphasis on social studies and foreign language; (2) a narrower focus on job-related studies in postsecondary vocational and technical programs; and, (3) greater emphasis on mathematics and humanities in the junior college transfer program.

## Policy Issues

The last set of opinion questions deal with nine controversial issues in education. Since the brief titles in the tables may be insufficient, the position statements to which the respondent was asked to react are reproduced on page 53 of the text. Each of the statements treats some aspect of vocational training--when it should be taught, where it should be taught, how it should be taught, and what kinds of students these programs serve. Some of the strongest differences in philosophy, by level of education and field, appear in the response patterns associated with these nine questions.

Positions favored by secondary teachers.--Between 45 and 65 per cent of the teachers in all fields state that more intensive vocational guidance and training in the junior high school would be helpful to the student. Only the business education teachers frequently (42%) adhere to the alternative view that the junior high school student is too immature to profit from such a program. The highest agreement in the battery (60 to 80% in all 18 groups) supports the position that more part-time employment, even without supervised skill training and related course work, would keep more young people in school. Recalling that the high schools now provide work experience programs for only 4 to 8 per cent of

## EDUCATIONAL ISSUES

1. More intensive vocational training and guidance in the junior high school would:

   Enable students to become acquainted with the world of work earlier and therefore make more realistic educational and occupational choices . . . . 1

   Encourage students to make up their minds too early and restrict their future educational and occupational careers . . . . 2

   Be impractical--junior high school students are not mature enough to profit from such experiences. . . . . 3

2. The best way to train for jobs requiring less than a bachelor's degree is to:

   Emphasize general education through grade 12, reserving occupational training for grades 13 and later. . . . 1

   Give high school students the opportunity to explore various occupations, but let industry provide specialized skill training "on the job" . . . . 2

   Provide intensive occupational training in the high school . . . . 3

3. Providing more part-time student employment through work experience programs, such as the Neighborhood Youth Corps will:

   Keep more young people in school. It is the opportunity to hold a job and earn money that is important . . . . 1

   Cheat the student in the long run. Without supervised skill training and related course work, he will be trapped in a low level job. . . . . 2

4. Vocational training requiring expensive equipment and facilities can best be provided for high school students by:

   Establishing an area center to serve a number of feeder schools; vocational students would take all of their schooling in the area center . . . . 1

   Exchanging students among comprehensive high schools in the area, each of which specializes in a different kind of vocational training . . . . 2

   Keeping the student in his "home" school for general education courses, and providing shop and laboratory training in a community or junior college or a vocational-technical center for both secondary and postsecondary students . . . . 3

5. A careful examination of both occupational and bachelor's-oriented programs points out:

   That it is unrealistic to expect a high school student to be proficient in both areas. There is too much to learn in each curriculum . . . . 1

   That many traditional requirements in both curriculums are unnecessary. A student should be able to obtain both a sound general education and acquire a saleable skill before he graduates from high school . . . . 2

6. The charge that students with a vocational major in high school cannot "make it" in college:

   Is more apparent than real because students in both college preparatory and vocational programs take the same basic prerequisite courses . . . . 1

   Is a serious one because the "academic" subjects taught vocational students do not meet standards for college entrance . . . . 2

   Is true, but beside the point, because most vocational graduates do not have the ability to handle college work . . . . 3

7. The rapid increase in the number of two-year colleges raises serious questions about the functions these institutions should serve.

   A two-year college can not have both a high quality academic program and a high quality occupational program. Each institution should specialize--either in lower division college work or vocational and technical training . . . . 1

   Although one institution can provide both an academic and an occupational program, it is poor educational policy to teach both types of students in the same classes . . . . 2

   A two-year college has the obligation to provide all students with the same general education courses. Taking classes together is beneficial to those in both occupational and bachelor's-oriented programs. . . . . 3

8. Introduction of more rigid entrance requirements for occupational programs would:

   Raise the prestige of the field. Occupational programs have too often been the "dumping ground" for academic failures . . . . 1

   Exclude the very students these programs should serve and still not attract the high ability student because of the general public emphasis on the importance of a bachelor's degree . . . . 2

9. Critical evaluation of current occupational programs suggests that they:

   Are suited to the abilities of the enrollees and train people for jobs that exist . . . . 1

   Are based on an out-of-date philosophy and serve neither the student nor the community well. . . . . 2

   Do a good job with the average student but neglect both the slow and the sophisticated learner . . . . 3

the student body and that 7 to 15 per cent of the high school students drop out before completion, it is clear that more can be done in this area. If work experience programs are increased, such action will have teacher support behind it.

The third position that garnered high consensus maintained that a student should be able to obtain both a sound general education and acquire a saleable skill before he graduates from high school. Here, however, a combined program is supported more frequently by the vocational teachers than by the academic instructors (72% as against 60%), among whom mathematics and foreign language instructors have the most doubts about the realism of such a goal. (See Table A-73.)

Positions on other policy issues diverge according to major subject field. Teachers in all eight academic fields and their confreres in agriculture, home economics, and distributive education favor "on the job" training as the best way to prepare for jobs requiring less than a bachelor's degree. Those offering courses in the six T & I areas, health, and, in this instance, business education more often prefer that intensive occupational training take place in the high school. Only 15 per cent of the secondary teachers would delay such training until the postsecondary level.

When training necessitates expensive equipment and facilities, the pattern of response among the disciplines is more mixed. In four academic and three vocational fields the typical teacher favors the establishment of an area center in which the student would take both his vocational and general course work. In three subject fields in each of the two major programs he would rather keep the student in his "home" school for general education courses and provide the shop and laboratory training in a community college or vocational-technical center. The other six groups choose either alternative with almost equal frequency. The strongest advocates of a full-time area center are found among those in the automotive and skilled trades, and in health. But even in these fields just half of the respondents would support this solution for high cost programs. (See Table A-72.) Taken as a whole, the high school community is almost equally divided on the question of specialized secondary vocational schools versus a split program that maintains the student's identity with his "home" comprehensive high school.

There is a somewhat more clearcut division of opinion, along academic and vocational lines, on the relative merits of separate and shared facilities in the two-year college. All academic groups, except physical education, favor separate institutional facilities for lower division college work and technical training. Within the vocational sector, six of the ten groups prefer a single institution embracing both programs and offering heterogeneous general education classes. Instructors in the automotive trades, agriculture, and health more frequently choose separate facilities while those in home economics divide their views equally. (See Table A-75.)

## TABLE 4:7

## MODAL POSITIONS ON SELECTED EDUCATIONAL ISSUES SECONDARY TEACHERS BY SUBJECT TAUGHT

| Subject | Number | Junior High Vocational Guidance Training | Best Place Occupational Training | Unrelated Student Employment | Best Place High Cost Programs | Possibility Combined Programs | H. S. Vocational Graduate Can't "Make It" in College | Best Postsecondary Arrangement | Stiffer Vocational Prereq-uisites | Evaluation of Current Vocational Programs |
|---|---|---|---|---|---|---|---|---|---|---|
| TOTAL SECONDARY | 8648 | Helpful | OJT[a] | Keep | AVC, SP[b] | Desirable | Untrue | Separate schools | Exclude | Neglect Nonaverage |
| Total Academic | 6345 | Helpful | OJT | Keep | AVC, SP | Desirable | Untrue, True, Irrelevant | Separate schools | Exclude | Neglect Nonaverage |
| Science | 916 | Helpful | OJT | Keep | SP | Desirable | True, Irrelvant | Separate schools | Exclude | Neglect Nonaverage |
| Mathematics | 901 | Helpful | OJT | Keep | AVC | Desirable | Irrelevant | Separate schools | Exclude | Neglect Nonaverage |
| Social studies | 1153 | Helpful | OJT | Keep | AVC | Desirable | Untrue | Separate schools | Exclude | Neglect Nonaverage |
| English | 1626 | Helpful | OJT | Keep | AVC | Desirable | Irrelevant | Separate schools | Exclude | Neglect Nonaverage |
| Foreign language | 537 | Helpful | OJT | Keep | SP | Desirable | Irrelevant | Separate schools | Exclude | Neglect Nonaverage |
| Fine arts | 411 | Helpful | OJT | Keep | SP | Desirable | Untrue, True, Irrelevant | Separate schools | Exclude | Neglect Nonaverage |
| Physical education | 707 | Helpful | OJT | Keep | AVC, SP | Desirable | Untrue, True | Same classes | Exclude | Realistic |
| Other | 94 | Helpful | OJT | Keep | AVC | Desirable | Untrue | Separate schools | Exclude | Neglect Nonaverage |
| Total Vocational | 2303 | Helpful | High School | Keep | AVC, SP | Desirable | Untrue | Same classes | Enhance | Realistic |
| Engineering technology | 256 | Helpful | High School | Keep | AVC, SP | Desirable | Untrue | Same classes | Enhance | Realistic |
| Automotive | 188 | Helpful | High School | Keep | AVC | Desirable | Untrue | Sep. schools | Enhance | Realistic |
| Trades | 296 | Helpful | High School | Keep | AVC | Desirable | Untrue | Same classes | Enhance | Realistic |
| Graphics | 98 | Helpful | High School | Keep | SP | Desirable | Untrue | Same classes | Enhance | Realistic, Neglect |
| Service trades, police | 57 | Helpful | High School | Keep | AVC, SP | Desirable | Untrue | Same classes | Enhance | Realistic |
| Agriculture | 49 | Helpful | OJT | Keep | SP | Desirable | Untrue | Sep. schools | Exclude | Neglect |
| Home economics | 350 | Helpful | OJT | Keep | SP | Desirable | Untrue | Same classes, Sep. classes | Exclude | Realistic, Neglect |
| Business education | 885 | Helpful | High School | Keep | SP | Desirable | Untrue | Same classes | Exclude | Neglect |
| Distributive education | 81 | Helpful | OJT | Keep | AVC, SP | Desirable | Untrue | Same classes | Enhance | Realistic |
| Health | 43 | Helpful | High School | Keep | AVC | Desirable | Untrue | Sep. schools | Enhance | Realistic |

[a] OJT = on the job training, AVC = area vocational center, SP = split program

[b] Multiple positions are shown when each listed alternative occurs with approximately equal frequency.

## TABLE 4:8

### MODAL POSITIONS ON SELECTED EDUCATIONAL ISSUES POSTSECONDARY TEACHERS BY SUBJECT TAUGHT

| Subject | Number | Junior High Vocational Guidance Training | Best Place Occupational Training | Unrelated Student Employment | Best Place High Cost Program | Possibility Combined Program | H. S. Vocational Graduate Can't "Make It" in College | Best Postsecondary Arrangement | Stiffer Vocational Prereq-uisites | Evaluation of Current Vocational Programs |
|---|---|---|---|---|---|---|---|---|---|---|
| TOTAL POSTSECONDARY | 3001 | Helpful | PSI[a] | Keep | SP | Unrealistic, Desirable | Untrue, True | Same classes | Exclude | Realistic |
| Total Academic | 1539 | Helpful | PSI | Keep | SP | Unrealistic | True | Same classes | Exclude | Neglect |
| Science | 327 | Impractical | PSI | Keep | SP | Unrealistic | True | Separate classes | Exclude | Realistic, Neglect |
| Mathematics | 236 | Impractical | PSI, OJT[b] | Keep | SP | Unrealistic | True | Sep. classes | Exclude | Neglect |
| Social studies | 322 | Helpful | PSI, OJT | Keep | SP | Desirable | Untrue, True | Same classes | Exclude | Neglect |
| English | 350 | Helpful | PSI, OJT | Keep | SP | Unrealistic, Desirable | True | Same classes, Sep. classes | Exclude | Neglect |
| Foreign language | 71 | Helpful | OJT | Keep | SP | Unrealistic, Desirable | True | Same classes | Exclude | Realistic |
| Fine arts | 99 | Impractical | OJT | Keep | SP | Unrealistic | Untrue | Same classes | Exclude | Neglect |
| Physical education | 117 | Helpful | OJT | Keep | SP | Desirable | Untrue | Same classes | Exclude | Neglect |
| Other | 17 | Helpful | PSI | Keep | SP | Unrealistic | True, Irrelevant | Same classes, Sep. classes | Exclude | Realistic |
| Total Vocational | 1462 | Helpful | PSI | Keep | SP | Unrealistic, Desirable | Untrue | Same classes | Exclude | Realistic |
| Engineering technology | 399 | Helpful | PSI | Keep | SP | Unrealistic, Desirable | True | Sep. classes | Exclude | Realistic |
| Automotive | 164 | Helpful | PSI | Keep, Trap | SP | Unrealistic | Untrue | Sep. schools | Enhance | Realistic |
| Trades | 87 | Helpful | PSI | Keep, Trap | SP | Unrealistic, Desirable | Untrue | Sep. schools, Same classes | Enhance | Realistic |
| Graphics | 58 | Helpful | PSI | Keep | SP | Unrealistic | Untrue | Same classes | Exclude | Realistic, Neglect |
| Service trades, police | 65 | Helpful | PSI | Keep | SP | Unrealistic | Untrue | Same classes | Exclude | Realistic |
| Agriculture | 24 | Impractical | PSI | Keep | SP | Unrealistic | Untrue | Same classes | Exclude | Neglect |
| Home economics | 38 | Helpful | PSI | Keep | SP | Desirable | Untrue | Same classes | Enhance, Exclude | Neglect |
| Business education | 392 | Helpful | PSI | Keep | SP | Desirable | Untrue | Same classes | Exclude | Realistic |
| Distributive education | 62 | Helpful | PSI | Keep | SP | Desirable | Untrue | Sep. classes | Exclude | Realistic |
| Health | 173 | Helpful | PSI | Keep | SP | Unrealistic | Untrue | Same classes | Exclude | Realistic |

[a] PSI = postsecondary institution, OJT = on the job training, SP = split program

[b] Multiple positions are shown when each listed rating occurs with approximately equal frequency.

The other three issue questions focus on a general assessment of vocational education rather than on the how and where of training. The first, addressed to the charge that the vocational high school major cannot "make it" in college, produced an almost trimodal distribution of response among the academic teachers. These teachers supported all three positions: (1) untrue, because all high school students take the same basic prerequisite courses; (2) true, because "academic" subjects in the Vocational program do not meet college entrance standards; (3) irrelevant, because most vocational graduates cannot handle college work. The vocational teachers exhibit no such diversity of opinion; 40 to 60 per cent of those in each occupational field are convinced that the charge is untrue.

The two types of teachers split again over the efficacy of more rigid entrance requirements for occupational programs. All of the academic disciplines (and agriculture, home economics, and business education), would advise against higher standards. Imposition of such restrictions would exclude the very persons occupational programs are designed to serve and still not attract the high ability student. Teachers in the occupational programs do not agree. Most of them would welcome higher standards as a boost to the prestige of their profession; their classes have too often been the "dumping ground" for academic failures.

The dilemma of whom to serve is evident again in the global evaluations of current occupational programs. Many teachers in all groups believe that these programs are realistically suited to the abilities of the enrollees, many others think that they do a good job with the average student but neglect both ends of the ability continuum. In the main, however, the academic teachers support the latter position whereas the trade teachers favor the former. Graphics and home economics instructors are evenly split between the two alternatives. A jarring note is introduced with the finding that one-fifth of the academic teachers and one-fifth of those in the skilled trades consider current occupational programs out-of-date and dysfunctional. (See Table A-97.)

Positions favored by postsecondary teachers.--Three issues achieve near consensus among the postsecondary teachers. With minor, but important dissent, they agree that a more intensive introduction to the world of work would be helpful to the junior high school student. The warning that such a program may be impractical is voiced by the modal group in four disciplines--science, mathematics, fine arts, and agriculture. General work experience programs are favored by all groups. However, a substantial minority of the instructors in the automotive and skilled trades caution that, without supervised skill training and related course work, the student may be trapped in a low level job. Most of the teachers share the point of view that the best way to handle high cost courses at the sceondary level is through a split schedule where the student remains in his home high school for his academic courses and takes his vocational work at a junior college or technical center. Only one-third of the postsecondary teachers favor the establishment of a specialized area school (see Table A-72).

Nor do they support the establishment of separate postsecondary institutions. Only those in the automotive trades advocate specialized schools at this level. All other groups would teach college-bound and terminal students in the same institution, usually in the same classes. Although they favor comprehensive schools, they are not as optimistic as their secondary colleagues about the feasibility of a comprehensive high school program. Eight of the subgroups consider a combined program an unrealistic goal; four find it desirable, and the other six fields have mixed opinions about the matter.

There is almost complete consensus that the best way to train for jobs requiring less than a bachelor's degree is to emphasize general education through grade 12, reserving occupational training for grades 13 and later. Many within the academic disciplines favor "on the job training," but the vocational teachers, like their secondary counterparts, state that the best place for occupational preparation is in their own type of institution, i.e., the junior college or technical center. The pattern of answers to this question are another clear indication of the teacher's tendency to support his own reference group. (See Table A-75.)

Vocational personnel, again like those at the secondary level, find the charge that the vocational major cannot make it in college untrue because of the similarity in the general education component of the college-preparatory and vocational majors. Academic instructors most frequently consider the charge true because the student's academic preparation is inadequate. Fewer academic teachers at this level express the judgment that the vocational major does not have the ability to handle college work (23% as against 30%). Perhaps this attitude is related to their choice of a position in an "open door" institution. Commensurate with the willingness to accept all students is the frequent conviction (held by 60% of the academic and 55% of the vocational teachers) that higher entrance requirements for occupational programs would exclude an important target population. At the postsecondary level, only the automotive and skilled trade instructors support the establishment of more restrictive admittance standards.

The overall evaluation of current programs is favorable. Both types of postsecondary teachers are more inclined to believe that these programs are suited to the abilities of the enrollees and the needs of the employer than are their opposite numbers in the secondary schools. The margin of favorable opinion, however, is slight; one-third or more of the respondents, particularly in the academic subjects, say that current programs do not pay enough attention to the nonaverage student. (See Table A-77.)

## V. IMPLICATIONS OF OPINION DATA

In the last chapter of the report we shall look at the previously discussed findings on adequacy of school program, curriculum change, and educational philosphy from a different perspective--the type of school in which the individual is employed. The school-focused analysis includes the responses of administrators and counselors who were asked to react to the same three sets of questions as were the teachers. In this way we are in a position to pull together the implications of the opinions of all major segments of the school community for each type of institution. In the subsequent comparative analyses teachers' opinions are summarized by "academic" and "vocational" orientation rather than by specialized fields; similarly comprehensive high schools appear in two rather than four type-size groups. The category "small high school" includes the 82 schools with fewer than 1,500 students while "large high school" refers to the 65 schools having 1,500 students, or more. Throughout the discussion, attention is directed to two major questions: on what issues is there consensus within the school community? and what are the implications of consensus, or lack of it, for educational policy?

### Adequacy of School Program

Composite ratings of the twelve program areas investigated are presented in Table 5:1, for the three types of secondary schools and in Table 5:2, for postsecondary institutions. (Frequency distributions for all items may be found in Tables A-78 through A-92.)

The secondary curriculum.--A high degree of agreement and a clear distinction between the quality of the vocational and academic programs obtains among the four groups of respondents in each type of school. Rating distinctions between the two program areas are in line with the primary function of the institution. Comprehensive high school personnel, with a few notable exceptions to be discussed later, rate the vocational program in their institutions as average and the academic program as above average. The reverse is true in the vocational schools. The consistency among the ratings is astounding: whether the respondent is a principal rating the product of his administration, a counselor assessing the guidance services, or a teacher passing judgment on the course of study--all agree that each type of school performs its major function generally well, but rates only average on its subsidiary responsibility.[3]

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[3] We consider the use of "only" average justified in the light of the social climate of required general excellence in which the educator operates. An average rating, like a grade of "C" does not measure up to the required standard. Given this social norm, it is remarkable that the respondents would rate the two programs differently and give one of them an average rating. The prevalence of this differentiation within all groups attests to the objectivity of the respondents, and hence, the conclusion that the two programs are in fact different in quality.

## TABLE 5:1

### MODAL RATINGS OF OWN SCHOOL PROGRAM
### COMPARISON OF OPINIONS OF SECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

| | | Vocational Program | | | | | | Academic Program | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Counseling | Placement | Breadth of Courses | Suitability for Local Job Market | Suitability for Further Training | Board of Education Support | Counseling | Placement | Breadth of Courses | Suitability for State College | Suitability for Major University | Board of Education Support |
| TOTAL SECONDARY | 9637 | 2[a] | 1 | 1, 2, 3[b] | 2 | 2 | 2 | 1, 2 | 2 | 1 | 1 | 1 | 1 |
| Small High School | 3059 | 2 | 1 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| Administrators | 131 | 1, 2 | 1 | 2, 3 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| Counselors | 166 | 2 | 1 | 3 | 2, 3 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| Academic teachers | 2171 | 2 | 1 | 3 | 2, 3 | 2 | 2 | 2 | 2 | 1, 2 | 1 | 1 | 1 |
| Vocational teachers | 596 | 3 | 1 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| Large High School | 5114 | 2 | 5 | 2, 3 | 2 | 2 | 2 | 1 | 1, 2 | 1 | 1 | 1 | 1 |
| Administrators | 184 | 2 | 2 | 1, 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Counselors | 328 | 2, 3 | 3 | 3 | 2, 3 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| Academic teachers | 3597 | 2 | 5 | 2, 3 | 2 | 2 | 2 | 1, 2 | 2 | 1 | 1 | 1 | 1 |
| Vocational teachers | 1005 | 3 | 1 | 1, 2 | 2 | 2 | 2 | 1, 2 | 2 | 1 | 1 | 1 | 1 |
| Vocational High School | 1464 | 1, 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 3 | 1 |
| Administrators | 90 | 1 | 1 | 1 | 1 | 1 | 1 | 1, 2 | 2 | 2 | 2 | 3 | 1 |
| Counselors | 90 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 4 | 1 | 1 | 1 |
| Academic teachers | 577 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 3 | 1 |
| Vocational teachers | 707 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2, 5 | 2 | 2 | 2 | 1 |

[a] 1 = "above average"    3 = "Below average"    5 = "No opinion"
2 = "average"    4 = "nonexistant"

[b] Multiple ratings are shown when each listed rating occurs with approximately equal frequency.

### TABLE 5:2

### MODAL RATINGS OF OWN SCHOOL PROGRAM
### COMPARISON OF OPINIONS OF POSTSECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

| | | Vocational Program | | | | | | Academic Program | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Counseling | Placement | Breadth of Courses | Suitability for Local Job Market | Suitability for Further Training | Board of Education Support | Counseling | Placement | Breadth of Courses | Suitability for State College | Suitability for Major University | Board of Education Support |
| TOTAL POSTSECONDARY | 3500 | 1, 2[a,b] | 2 | 1 | 1 | 1 | 1 | 1, 2 | 2 | 1 | 1 | 1 | 1 |
| Technical Center | 775 | 1, 2 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 5 | 5 | 1 |
| Administrators | 62 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 5 | 5 | 5 | 5 | 5 |
| Counselors | 34 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 4 | 4 | 4 | 1, 5 |
| Academic teachers | 124 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 1, 2 | 2, 3 | 3 | 1 |
| Vocational teachers | 555 | 1, 2 | 2, 3 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 5 | 5 | 1 |
| Small Junior College | 1021 | 2 | 2 | 1, 2 | 1 | 1 | 1, 5 | 2 | 2 | 1 | 1 | 1 | 1 |
| Administrators | 90 | 1, 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Counselors | 63 | 3 | 2, 3 | 1 | 1 | 1, 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Academic teachers | 630 | 2 | 2 | 1, 5 | 1, 5 | 5 | 5 | 2 | 2 | 1 | 1 | 1 | 1 |
| Vocational teachers | 228 | 2 | 2, 3 | 1 | 1 | 1 | 1 | 2 | 2, 5 | 1, 2 | 1 | 1 | 1 |
| Large Junior College | 1704 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1, 2 | 1 | 1 | 1 | 1 |
| Administrators | 123 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Counselors | 126 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Academic teachers | 786 | 1, 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 |
| Vocational teachers | 669 | 1 | 1 | 1 | 1 | 1 | 1 | 1, 2 | 2, 5 | 1 | 1 | 1 | 1 |

[a] 1 = "above average" 3 = "below average" 5 = "no opinion"
2 = "average" 4 = "nonexistant"

[b] Multiple ratings are shown when each listed rating occurs with approximately equal frequency.

The comprehensive high school is essentially an academic institution. Not only are more than half of its students enrolled in a college preparatory course, but also vocational enrollments are heaviest in the three fields whose teachers are most similar to their academic colleagues in career course and educational philosophy--business education, home economics, and agriculture. On the other hand, the vocational high school is primarily a trade institution in which the "pure" academic subjects, like foreign language and fine arts, are underrepresented and other academic disciplines become support courses for the major goal of acquiring a saleable skill.

Variant ratings.--Within the framework of the overall ratings of vocational program adequacy there are important deviations in specific response patterns. Personnel in small high schools are proud of their vocational placement services; more than half of the respondents in each of the four groups rated this school service as above average (see Table A-79). Perhaps this high rating is associated with the fact that they have fewer students to place. In contrast, personnel in large high schools show no uniformity of opinion about vocational placement services. Administrators rate them average; counselors consider them below average; vocational teachers judge them to be above average; and academic teachers most often decline to comment! The other major deviation from the general average rating for the vocational program is the finding that 50 per cent of the administrators in large high schools feel that their Board of Education strongly supports innovations in that program. Such an optimistic appraisal bodes well for the future.

There are also interesting variations in ratings of the academic program within the vocational high schools. The counselors give average or above average ratings to all aspects of the academic program except for the breadth of the academic courses, which they rate as nonexistent. This apparent inconsistency is not easy to explain. The one area of the academic program in the vocational school with a uniform above average rating is Board of Education support for innovations in the academic program. In fact, more respondents in each category, except the administrative subgroup, rate this aspect of the academic program more highly than the corresponding item of support for vocational innovations! (cf. Tables A-83 and A-89.)

In general, counseling and placement services in both programs are more often given lower ratings by teachers than by administrators or counselors. Here, the outsider is less confident of the benefits of a program than is the practitioner.

The postsecondary curriculum.--Technical center personnel rate their vocational program in a manner similar to their colleagues in the vocational high schools. The major difference, as seen in Table 5:2, is that all four groups give their vocational placement services only an average rating, and that 35 per cent of the vocational teachers rate these services below average. Again, a lack of confidence in the school's ability to guide the student to the right course and job is cause for concern. Technical center judgments about the academic program offered by these institutions range from average through nonexistent to no opinion. The high incidence of the latter two responses indicates, perhaps, the planned lack of an college transfer program in the technical school. The academic teachers support this judgment by the low ratings given the utility of their own courses for further academic training.

The junior college respondents, especially those in the large schools, say that their institutions are doing a reasonably good job in both programs. All groups of personnel in small junior colleges rate vocational counseling and placement services average, or even below average, and a third of the classroom instructors in both types of institutions assess academic placement services as average. Otherwise, all aspects of each program are labeled above average. These findings support the claim that the junior college is indeed a comprehensive institution offering equal opportunity to both terminal and transfer students.

Follow-up studies.--Administrators and counselors generally concur with teachers in their judgments of the inadequacy of student follow-up studies. Only in the technical centers, do as many as one-third of the respondents in any group rate follow-up efforts of vocational graduates above average. A similar proportion with reference to studies of academic graduates is found only in large junior colleges. No group, in any type of school, rates follow-studies of dropouts better than below average. (See Tables A-90 through A-92.)

Policy implications.--The less than complete success in the execution of both academic and vocational programs in the high schools should not mask the very real pride of accomplishment each type of school has in relation to its primary function. Pride is a powerful motivating force upon which to build. So is a measure of objectivity. If both academic and vocational high schools are moving toward a more comprehensive curriculum, and there is much to support this conclusion in the findings of this study, then the current realization of uneven excellence is a healthy one. A fully satisfied person, or institution, does not readily accept change.

The relatively low ratings given to student counseling and placement services, particularly by the classroom teacher, indicate that we have not yet found a square hole for every square peg. Efficient placement and the "right to try," even if one fails, are cherished and not always compatible educational goals. This survey could not delve into the reasons behind any of the ratings, so we cannot say whether the respondents felt that the guidance services offered were too rigid or too nondirective. In this connection, it should be stressed that the low ratings obtain for both vocational and academic guidance, belying an assumption of academic bias in the guidance department. Whatever the reasons for the judgment, the findings do support a conclusion that many school personnel feel that their institutions have done a better job of meeting the demands of the labor market and of the colleges rather than the needs of the students. Present student unrest supports the same conclusion. New ideas for school guidance services could be developed by paying more attention to the subsequent careers of the student body, currently the weakest part of the institutional program.

## Curriculum Change

In the high school.--A desire to make both the college preparatory and vocational curricula more comprehensive in nature is clearly evident from the data presented in Tables 5:3 and 5:4. There is consistent agreement that the college-bound student needs more mathematics and general training in vocational skills. Those in the small high schools, perhaps from the perspective of their more limited course offerings, would also add more science and elective courses to the curriculum. Science joins mathematics and vocational training as a "needs more" subject when the postsecondary respondents look at the high school preparatory curriculum, and a desire for more electives turns up again in the small junior college population. All groups would increase the amounts of mathematics and science in the vocational curriculum, and most of them would add more English. If these curricular changes were effected, the two programs would become much more similar in nature.

If the suggested additions are made without revising the traditional length and periodicity of the high school day, some subjects will have to be deemphasized. Academic personnel in the comprehensive high schools are loath to suggest how this might be done, but may accept fewer units of social studies and foreign language, as suggested by the vocational teachers in their schools. These two subjects were the most frequently mentioned as overemphasized in the college preparatory curriculum by all types of schools. It may be harder to delete anything from the current high school vocational program. Only two of the twelve high school groups (administrators and vocational teachers in the vocational high school,) agree sufficiently on any one subject for it to appear in the table. Both of these groups would reduce the number of electives. Postsecondary respondents, however, do make suggestions. In their view, more of the basic academic subjects could be included in the vocational high school program if shop and related job experience held a less prominent place in that curriculum.

At the postsecondary level.--The desire to reduce some of the traditional academic requirements in the junior college is most clearly seen in the opinions expressed about the college transfer program. Personnel in all types of schools would increase attention to mathematics or humanities, or both; all would place less emphasis on three or even four of the traditional liberal arts core courses.

Greater specialization and program differentiation at the junior college level is supported by recommendations for the technical program. All groups, in all three types of high schools, would devote less time to physical and social science, with a codicil attached to this recommendation from secondary academic teachers limiting change essentially to a deemphasis of social science. Technical center personnel advise the most extensive changes; English and electives as well as the sciences could be deemphasized to allow more time for mathematics. All groups in the small junior colleges, except the academic instructors, agree with this appraisal of the situation. Suggestions are somewhat more varied among large junior college staffs, but the same four areas recur with the highest frequency.

## TABLE 5:3

### SUMMARY OF MAJOR CHANGES DESIRED IN CURRENT CURRICULA COMPARISON OF OPINIONS OF SECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

| | Number | College Preparatory Program | | High School Vocational or Technical Program | | Postsecondary One Year Certificate Program | | Postsecondary Two Year Technical Program | | Junior College Two Year Transfer Program | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Need More[a] | Need Less[b] | Need More | Need Less | Need More | Need Less | Need More | Need Less | Need More | Need Less |
| TOTAL | 9637 | Ma, VS[c] | - | Eg, Ma, Sc | - | - | - | - | SC, SS | Hu | Sc, SS, FL |
| Small High School | 3059 | Ma, Sc, El, VS | - | Ma, Sc | - | - | - | - | Sc, SS | Hu | Sc, SS, FL |
| Administrators | 131 | Ma, Sc, El, VS | - | Eg, Ma, Sc, SS | - | - | - | - | Eg, Sc, SS | Hu | SS, FL |
| Counselors | 166 | Ma, Sc, VS | - | Eg, Ma, Sc | - | - | SS | - | Eg, Sc, SS | Hu | Sc, SS, FL |
| Academic teachers | 2171 | Ma, Sc, El, VS | - | Ma, Sc | - | - | - | - | SS | Hu | SS, FL |
| Vocational teachers | 591 | Ma, VS | SS, FL | Ma, Sc | - | - | SS | - | Eg, Sc, SS | - | Sc, SS, FL |
| Large High School | 5114 | Ma, El, VS | - | Eg, Ma, Sc | - | - | - | - | Sc, SS | Hu | Sc, SS, FL |
| Administrators | 184 | Ma, El, VS | - | Ma, Sc | - | - | - | - | SS | - | SS, FL |
| Counselors | 328 | Ma, VS | - | Eg, Ma, Sc | - | - | SS | - | Sc, SS | - | Sc, SS, FL |
| Academic teachers | 3597 | Ma, VS | - | Ma, Sc | - | - | - | - | SS | Hu | Sc, SS, FL |
| Vocational teachers | 1005 | Ma, El, VS | SS, FL | Ma, Sc | - | - | SS | - | Eg, Sc, SS | - | Eg, Sc, SS, FL |
| Vocational High School | 1464 | Ma, VS | FL | Eg, Ma, Sc | - | - | SS | Ma | Sc, SS | - | Sc, SS, FL |
| Administrators | 90 | Ma, VS | SS, FL, El | Eg, Ma, Sc | El | - | SS | Ma | Eg, SS | Ma | Eg, Sc, SS, FL |
| Counselors | 90 | Ma, VS | FL | Eg, Ma, Sc, SS | - | - | SS | - | Sc, SS | Ma | Sc, SS, FL |
| Academic teachers | 577 | Ma, Sc, VS | - | Eg, Ma, Sc, FL | - | - | - | - | SS | - | SS, Hu, FL |
| Vocational teachers | 707 | Ma, VS | SS, FL, El | Eg, Ma, Sc | El | - | SS | Ma | Eg, Sc, SS, El | Ma | SS, FL |

[a] Only areas in which approximately 30% or more of the respondents expressed a need for more emphasis are listed.

[b] Only areas in which approximately 15% or more of the respondents expressed a need for less emphasis are listed.

[c] Code for subjects:

| | | |
|---|---|---|
| Mathematics . . . . . . . . Ma | Foreign Language. . . . . . FL | Vocational Skills . . . . . VS |
| Science-Physical, Natural . Sc | Social Science, Studies . . SS | Theory in Major Field . . . Th |
| Electives . . . . . . . . . El | English . . . . . . . . . . Eg | Humanities. . . . . . . . . Hu |

TABLE 5:4

SUMMARY OF MAJOR CHANGES DESIRED IN CURRENT CURRICULA COMPARISON OF OPINIONS OF POSTSECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

| | Number | College Preparatory Program | | High School Vocational or Technical Program | | Postsecondary One Year Certificate Program | | Postsecondary Two Year Technical Program | | Junior College Two Year Transfer Program | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Need More[a] | Need Less[b] | Need More | Need Less | Need More | Need Less | Need More | Need Less | Need More | Need Less |
| TOTAL | 3001 | Ma, Sc, VS[c] | SS, FL | Eg, Ma, Sc | VS | - | SS, VS | Ma, Th | Eg, Sc, SS, El | Ma, Hu | Eg, SS, FL |
| Technical Center | 775 | Ma, Sc, VS | SS, FL | Ma, Sc | - | - | SS | Ma | Eg, Sc, SS, El | Ma | Eg, Sc, SS, FL |
| Administrators | 62 | Ma, Sc, VS | SS, FL, El | Eg, Ma, Sc | VS | Ma | SS | Ma | Eg, Sc, SS, El | Ma | Eg, Sc, SS, FL |
| Counselors | 34 | Ma, VS | FL | Ma, Sc | - | - | SS | Ma | Eg, Sc, SS | Ma | Eg, SS, FL |
| Academic teachers | 124 | Ma, Sc, VS | SS, FL | Eg, Ma, Sc | - | - | SS | Ma | Eg, SS, El | Ma | Eg, SS, FL |
| Vocational teachers | 555 | Ma, Sc, VS | SS, FL | Ma, Sc | SS | - | SS | Ma | Eg, Sc, SS, El | Ma | Eg, SS, FL |
| Small Junior College | 1021 | Ma, Sc, El, VS | SS, FL | Eg, Ma, Sc | VS, El | - | VS | Ma | SS, El | Ma, Hu | Sc, SS, FL |
| Administrators | 90 | Ma, El, VS | FL | Eg, Ma, Sc | VS | - | SS, VS | Ma | Eg, SS, El | Ma, Hu | Sc, SS, FL |
| Counselors | 63 | Ma, Sc, El, VS | SS, FL | Ma, Sc | VS | - | VS | Ma | Eg, Sc, SS, El | Ma, Hu | SS, FL |
| Academic teachers | 630 | Ma, Sc, El, VS | FL | Eg, Ma, Sc | VS | - | VS | Ma | SS | Ma, Hu | SS, FL |
| Vocational teachers | 238 | Ma, Sc, El, VS | SS, FL | Ma, Sc | - | - | SS, VS | Ma | Eg,Sc, SS, VS, El | Ma | Eg, SS, FL |
| Large Junior College | 1704 | Ma, Sc, VS | FL | Eg, Ma Sc | VS | - | VS | Ma | SS, El | Ma, Hu | Eg, SS, FL |
| Administrators | 123 | Ma, VS | FL | Ma, Sc | VS | - | VS | Ma | SS, El | Ma, Hu | Sc, SS, FL |
| Counselors | 126 | Ma, VS | - | Eg, Ma, Sc | VS | - | - | Ma | Eg, SS | Hu | FL |
| Academic teachers | 786 | Ma, Sc, VS | - | Eg, Ma, Sc | VS | - | VS | Ma | SS, VS | Ma, Hu | SS, FL |
| Vocational teachers | 669 | Ma, Sc, VS | SS, FL, El | Eg, Ma, Sc | VS | - | SS, VS | Ma | Eg, Sc, SS, El | Ma, Hu | Eg, Sc, SS, FL |

[a] Only areas in which approximately 30% or more of the respondents expressed a need for more emphasis are listed.

[b] Only areas in which approximately 15% or more of the respondents expressed a need for less emphasis are listed.

[c] Code for subjects:

| | | | | | |
|---|---|---|---|---|---|
| Mathematics | Ma | Foreign Language | FL | Vocational Skills | VS |
| Science-Physical, Natural | Sc | Social Science, Studies | SS | Theory in Major Field | Th |
| Electives | El | English | Eg | Humanities | Hu |

Junior college personnel would reduce the number of units allocated to shop and related job experience in the certificate program whereas respondents from high schools and technical centers would rather have less social science. Except for technical center directors who wish more mathematics in the program, no group would increase the current allocation of units in any subject area in this curriculum.

Again the amount of agreement among the four classes of respondents within each type of school, as well as agreement between types of schools, is remarkable. Such consensus suggests that a significant minority would support curriculum change along the lines discussed above.

Implications.--The prospect of a diminished emphasis on "the human" sciences at this stage of history is disturbing, particularly to a social scientist. Granted that these subjects may not have been taught well or may not have fulfilled expectations. Social studies is one of the last of the core subjects to undergo extensive curriculum review and revision. And the post-Sputnik emphasis on the teaching of foreign languages has not produced a generation of linguists. But the need for understanding and preserving the human dimension in our technological society is great. One ray of hope to those who espouse this view is the frequent request for more humanities in the transfer program from respondents at both educational levels.

Rather than think of a fixed school day where more of one thing means less of another, the educational policy maker might better consider an extended day, a longer school year, or flexible class scheduling. Furthermore, if the traditional compartmentalization of subject matter is broken down through institution of team teaching, core courses, or similar interdisciplinary efforts, more learning might be accomplished with less time than currently devoted to each subject in its splendid isolation.

The recurrent recommendation that the high schools should move toward a dual purpose general curriculum has farreaching implications for educational policy. It supports those who advocate discontinuing the vocational high school as a separate institution and those who would delay intensive job training until after the high school years. Many of the suggested changes in the junior college degree program are opposed to traditional requirements, particularly those instituted at the behest of the senior college. The "practical" bent of these recommendations should be carefully evaluated. Carried to extreme, they would make the community college a separate terminal institution, rather than a lower division arm of the University. Unless, of course, the latter changes its entrance requirements along the lines indicated.

## Educational Issues

The themes just discussed are affirmed and accentuated in the composite picture of positions taken on nine important educational issues (see Tables 5:5 and 5:6). The questions of when and where intensive vocational training should be given elicited consensus within each high

TABLE 5:5

MODAL POSITIONS ON SELECTED EDUCATIONAL ISSUES COMPARISON OF OPINIONS OF SECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

|  | Number | Junior High Vocational Guidance Training | Best Place Occupational Training | Unrelated Student Employment | Expensive Vocational Training | General Educational and Saleable Skill | H. S. Vocational Graduate Can't "Make It" in College | Best Postsecondary Arrangement | Stiffer Vocational Prereq-uisites | Evaluation of Current Vocational Problems |
|---|---|---|---|---|---|---|---|---|---|---|
| TOTAL SECONDARY | 9637 | Helpful | OJT[a] | Keep | SP, AVC[b] | Desirable | Untrue | Sep. schools,<br>Same classes | Exclude | Neglect |
| Small High School | 3059 | Helpful | OJT | Keep | SP | Desirable | Untrue,<br>Irrelevant | Separate schools | Exclude | Neglect |
| Administrators | 131 | Helpful | OJT | Keep | SP | Desirable | Untrue | Same classes,<br>Sep. schools | Exclude | Neglect |
| Counselors | 166 | Helpful | OJT | Keep | SP | Desirable | Untrue | Sep. schools,<br>Sep. classes,<br>Same classes | Exclude | Neglect |
| Academic teachers | 2171 | Helpful | OJT | Keep | SP | Desirable | Irrelevant | Separate schools | Exclude | Neglect |
| Vocational teachers | 591 | Helpful | OJT | Keep | SP | Desirable | Untrue | Same classes | Exclude | Neglect |
| Large High School | 5114 | Helpful | OJT | Keep | SP, AVC | Desirable | True, Untrue,<br>Irrelevant | Sep. schools,<br>Same classes | Exclude | Neglect |
| Administrators | 184 | Helpful | OJT | Keep | SP | Desirable | Untrue | Same classes | Exclude | Neglect |
| Counselors | 328 | Helpful | OJT | Keep | SP | Desirable | Untrue | Same classes | Exclude | Neglect |
| Academic teachers | 3597 | Helpful | OJT | Keep | AVC, SP | Desirable | True,<br>Irrelevant | Separate schools | Exclude | Neglect |
| Vocational teachers | 1005 | Helpful | OJT | Keep | SP | Desirable | Untrue | Same classes | Exclude | Realistic,<br>Neglect |
| Vocational High School | 1464 | Helpful | High School | Keep | AVC | Desirable | Untrue | Sep. schools,<br>Same classes | Enhance | Realistic |
| Administrators | 90 | Helpful | High School | Keep | AVC | Desirable | Untrue | Same classes | Enhance | Realistic |
| Counselors | 90 | Helpful | High School | Keep | AVC | Desirable | Untrue | Separate schools | Exclude | Neglect |
| Academic teachers | 577 | Helpful | High School | Keep | AVC | Desirable | Untrue | Sep. schools,<br>Same classes | Enhance | Neglect |
| Vocational teachers | 707 | Helpful | High School | Keep | AVC | Desirable | Untrue | Sep. schools,<br>Same classes | Enhance | Realistic |

[a] OJT = on the job training, AVC = area vocational center, SP = split program

[b] Multiple positions are shown when each listed alternative occurs with approximately equal frequency.

## TABLE 5:6

### MODAL POSITIONS ON SELECTED EDUCATIONAL ISSUES COMPARISON OF OPINIONS OF POSTSECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

|  | Number | Junior High Vocational Guidance Training | Best Place Occupational Training | Unrelated Student Employment | Expensive Vocational Training | General Educational and Saleable Skill | H. S. Vocational Graduate Can't "Make It" in College | Best Postsecondary Arrangement | Stiffer Vocational Prereq-uisites | Evaluation of Current Vocational Programs |
|---|---|---|---|---|---|---|---|---|---|---|
| TOTAL POSTSECONDARY | 3500 | Helpful | PSI[a] | Keep | SP | Unrealistic | Untrue | Same classes | Exclude | Realistic |
| Technical Center | 775 | Helpful | PSI | Keep | SP | Unrealistic, Desirable | Untrue | Separate schools | Exclude | Realistic |
| Administrators | 62 | Helpful | PSI | Keep | SP | Desirable | Untrue | Separate schools | Exclude, Enhance | Realistic |
| Counselors | 34 | Helpful | PSI | Keep | SP | Desirable | Untrue | Sep. schools, Same classes | Exclude | Realistic |
| Academic teachers | 124 | Helpful | PSI | Keep | AVC | Unrealistic | True | Separate schools | Exclude | Neglect |
| Vocational teachers | 555 | Helpful | PSI | Keep | SP | Unrealistic | Untrue | Separate schools | Exclude, Enhance | Realistic |
| Small Junior College | 1021 | Helpful | PSI | Keep | SP | Unrealistic | True | Same classes | Exclude | Realistic, Neglect |
| Administrators | 90 | Helpful | PSI | Keep | SP | Unrealistic | Untrue | Same classes | Exclude | Realistic |
| Counselors | 63 | Helpful | OJT | Keep | SP | Desirable | Untrue | Same classes | Exclude | Neglect |
| Academic teachers | 630 | Helpful | OJT | Keep | SP | Unrealistic | True | Same classes | Exclude | Neglect |
| Vocational teachers | 238 | Helpful | PSI | Keep | SP | Unrealistic, Desirable | Untrue | Same classes | Exclude | Realistic |
| Large Junior College | 1704 | Helpful | PSI | Keep | SP | Unrealistic, Desirable | Untrue | Same classes | Exclude | Realistic, Neglect |
| Administrators | 123 | Helpful | PSI | Keep | SP | Desirable | Untrue | Same classes | Exclude | Realistic |
| Counselors | 126 | Helpful | PSI, OJT[b] | Keep | SP | Unrealistic | True | Same classes | Exclude | Neglect |
| Academic teachers | 786 | Helpful, Impractical | PSI | Keep | SP | Unrealistic | True | Same classes | Exclude | Neglect |
| Vocational teachers | 669 | Helpful | PSI | Keep | SP | Desirable | Untrue | Same classes | Exclude | Realistic |

[a] OJT = on the job training, PSI = postsecondary institution, AVC = area vocational center, SP = split program

[b] Multiple positions are shown when each listed alternative occurs with approximately equal frequency.

school community, and almost complete uniformity of responses within each type of postsecondary institution. All agree that some vocational training and intensified vocational guidance would be helpful in the junior high school. An important minority (20-40% of each group) thinks such a program may be impractical but few respondents say it might be injurious. Aside from junior college counselors and academic instructors in the small colleges, each type of school supports its own program as the best preparation for jobs requiring less than a B. A. Both academic and vocational personnel in the comprehensive high school favor on-the-job training. All groups in the vocational high schools support intensive occupational training in the high schools. Postsecondary personnel, with the exceptions noted, express the view that occupational training is most effective at the postsecondary level. Only vocational high school personnel and academic instructors in technical centers support the development of specialized area vocational high schools when high costs prohibit the general high school from establishing a particular vocational program. The majority of the administrators and counselors in the technical centers join the comprehensive school personnel in favoring a split program at the secondary level.

The view that a combination high school program is feasibily is strongly supported at the high school level. The majority of the counselors, 50-70 per cent of the teachers, and 60-80 per cent of the administrators agree that if unnecessary requirements are dropped from both programs, this goal could be accomplished. Postsecondary personnel are not of one mind on this issue. A clear majority of small college administrators and of large college counselors consider the institution of a combined program as unrealistic. There is just too much to be learned in both the vocational and the academic curricula to expect a high school student to be proficient in both. All three postsecondary institutions split almost equally on the question. (See Table A-107.)

Serious implications for education policy are raised when this doubt about the realism of a combined program is considered in conjunction with the finding that 30 per cent or more of the postsecondary respondents (except technical center administrators and counselors) state that academic subjects taught secondary vocational students do not meet college entrance standards. Unless a high school student can acquire a saleable skill and still qualify for college, the vocational major will continue to find it difficult to further his education. It is one thing to plan for those who will not go to college; it is another to preclude the possibility of further academic training by curriculum design.

Once he is in junior college, however, the junior college respondents think that the occupational student should share classes with the college-bound, since heterogenity is beneficial to both groups. As might be expected, technical center personnel opt for separate schools, believing that a two-year college cannot maintain a high quality program in both areas. The split on this issue appears again at the secondary level: the majority of the vocational high school administrators, although representing specialized secondary schools, favor the "same class" alternative whereas counselors and teachers in these schools are almost evenly divided between "separate schools" and "same classes."

(See Table A-109.) The comprehensive high schools exhibit a similar lack of consensus.

Perhaps the basic dilemma of vocational education is best exemplified by the evaluations of current programs. While recognizing that these programs neglect the nonaverage student, particularly the sophisticated learner, half or more of the respondents in all groups in the comprehensive high schools agree that more rigid entrance requirements would not help. Raising standards for admission would exclude the slow learner and still not attract the student of high ability. With the important exception of the counselors and a strong minority of the academic teachers, the majority of the vocational high school respondents would prefer higher entrance requirements for their programs. Such a position is consonant with the philosophy of the vocational high school, but one wonders about the potential conflict inherent in the tendency for the counselors and academic teachers in these schools to believe that such restrictions would be unwisely restrictive.

There is more institutional ambivalence at the postsecondary level when present programs are evaluated. Academic teachers and counselors say that they neglect the nonaverage student, while administrators and teachers find them to be realistic, serving the needs of the student and community. The heaviest vote for "realism" comes from the technical centers, the most frankly vocational institutions. Directors and vocational teachers in these centers are almost evenly divided over the advisability of stiffer requirements for occupational programs. Otherwise, the majority opinion at the postsecondary level holds that such a move would make these programs too exclusive.

Conclusions.--In general, respondents agreed with the position that most closely fitted the raison d'etre of their own institution, but not always. On almost all issues there was a sizeable minority opinion.

Institutional positions were most clearly evident in the opinions expressed about the best way to train for jobs requiring less than a bachelor's degree. Only the vocational high school personnel generally favor the establishment of secondary area centers. All of the other groups would place the responsibility for providing expensive specialized training with the colleges and technical institutes. The concept of specialized institutions at the postsecondary level is not supported by junior college personnel, indicating a dedication to the comprehensive philosophy of these institutions.

All of the respondents are well aware of the problems presented by the general public emphasis on the bachelor's degree, but each type of institution would handle the issue somewhat differently. Comprehensive high school and junior college personnel would accept the current emphasis and concentrate on providing more vocational training for the low ability student. Those in vocational high schools, and to a lesser extent in the technical centers, are more inclined to raise the prestige of vocational education through the introduction of more rigid entrance requirements.

One final optimistic note. Most of the respondents, in all types of schools, state that the vocational major can make it in college, particularly if the standards for the academic component of the high school vocational program are raised. That they fault the curriculum rather than the student augers well for the future. If the high school curriculum is revised along the lines suggested by these respondents, the distinction between the standard academic and vocational programs should diminish. The similarity of educational philosophy among academic and vocational teachers in the comprehensive high schools favors the development of a new curricular pattern encompassing two differently organized programs--one that combines college preparatory work with basic training in a saleable skill and another that is frankly remedial in nature.

If this change were made at the secondary level, formal intensive specialized occupational training would necessarily become the responsibility of the postsecondary institution, thus lengthening the educational preparation of most students. Personnel in the technical centers appear to be ready and willing to take on this responsibility. The academic bias of the traditional junior college is still apparent, but the rapid development of new programs and the recruitment of teachers who believe in an "open door" policy and expect to remain at the junior college level indicate that the future will bring a more balanced program to these institutions.

## TABLE A-1

## DISTRIBUTION OF ACADEMIC TEACHER RESPONDENTS BY SUBJECT AND GRADE LEVEL TAUGHT

| | Number of Respondents | |
|---|---|---|
| | Secondary | Postsecondary |
| Science | 916 | 327 |
| General | 182 | 34 |
| Biology, life science | 413 | 99 |
| Chemistry | 195 | 89 |
| Physics | 108 | 75 |
| Zoology, physiology | 22 | 37 |
| Earth sciences | 34 | 27 |
| Mathematics | 901 | 236 |
| General | 330 | 77 |
| Algebra, calculus | 344 | 92 |
| Geometry, trigonometry | 225 | 18 |
| Technical mathematics | 59 | 64 |
| Statistics, computer mathematics | - | 16 |
| Social Studies/Social Science | 1153 | 322 |
| General | 91 | 22 |
| Civics, government, political science | 201 | 41 |
| History | 742 | 88 |
| Geography | 66 | 16 |
| Economics | 65 | 41 |
| Behavioral sciences | 52 | 122 |
| English | 1626 | 350 |
| General | 1349 | 148 |
| Speech, drama | 76 | 60 |
| Journalism, report writing | 19 | 9 |
| Literature | 68 | 92 |
| Remedial reading | 70 | 21 |
| Communication skills | 15 | 17 |
| Library | 29 | 3 |
| Foreign Language | 537 | 71 |
| French | 174 | 21 |
| German | 60 | 16 |
| Spanish, Portuguese, Italian | 219 | 29 |
| Latin | 68 | 1 |
| Other | 16 | 4 |
| Fine Arts | 411 | 99 |
| Art | 176 | 51 |
| Music | 235 | 48 |
| Physical Education | 707 | 117 |
| General | 570 | 88 |
| Hygiene, sex education | 66 | 26 |
| Driver education | 71 | 3 |
| Other | 94 | 17 |
| Special education | 85 | 1 |
| Pre-professional | - | 11 |
| Miscellaneous general education | 9 | 5 |

TABLE A-2

DISTRIBUTION OF VOCATIONAL TEACHER RESPONDENTS BY SUBJECT AND GRADE LEVEL TAUGHT

| | Number of Respondents | |
|---|---|---|
| | Secondary | Postsecondary |
| Engineering Technology | 256 | 399 |
| General | 4 | 86 |
| Electronics | 66 | 76 |
| Electricity, circuitry, TV, radio | 42 | 63 |
| Drafting, technical drawing | 138 | 139 |
| Structural and fluid mechanics | 6 | 35 |
| Automotive | 188 | 164 |
| General machine operation and repair | 34 | 29 |
| Automobile meachnics | 93 | 76 |
| Tool and die | 65 | 52 |
| Diesel engines | 3 | 15 |
| Aircraft | 4 | 2 |
| Trades | 296 | 87 |
| General shop, industrial arts | 80 | 5 |
| Building trades | 137 | 31 |
| Metal trades | 67 | 31 |
| Plumbing, heating, air conditioning | 12 | 20 |
| Graphics/Communications | 98 | 58 |
| Printing | 33 | 10 |
| Graphic presentation | 33 | 25 |
| Design | 23 | 11 |
| Photography, broadcast production | 9 | 12 |
| Service Trades/Police | 57 | 65 |
| Cosmetology, barbering | 38 | 22 |
| Food trades | 14 | 11 |
| Police, fire | 1 | 24 |
| Other personal services | 4 | 8 |
| Agriculture | 49 | 24 |
| General | 38 | 5 |
| Horticulture, floriculture | 4 | 5 |
| Agricultural engineering | 3 | 4 |
| Other specialities | 4 | 10 |
| Home Economics | 350 | 38 |
| General | 213 | 8 |
| Foods and nutrition | 46 | 15 |
| Textiles and clothing | 53 | 9 |
| Child development, home management | 38 | 6 |
| Business Education | 885 | 392 |
| General | 136 | 25 |
| Secretarial skills | 438 | 108 |
| Accounting, bookkeeping | 209 | 135 |
| Data processing | 23 | 78 |
| Business law | 30 | 24 |
| Business procedures, administration | 49 | 22 |
| Distributive Education | 81 | 62 |
| General | 52 | 7 |
| Retailing, sales | 28 | 26 |
| Real estate, insurance | - | 8 |
| Banking and finance | - | 8 |
| Personnel management | 1 | 17 |
| Health Occupations | 43 | 173 |
| General | 10 | 11 |
| Nursing | 26 | 124 |
| Medical, dental technicians | 4 | 37 |
| Nurses' aides | 3 | 1 |

## TABLE A-3

## AGE BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | POSTSECONDARY TEACHERS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | 21-30 | 31-40 | 41-55 | 56-70 | Number | 21-30 | 31-40 | 41-55 | 56-70 |
| TOTAL | 8648[a] | 33.9 | 25.3 | 29.0 | 11.1 | 3001[b] | 19.0 | 32.2 | 37.8 | 10.3 |
| Total academic | 6345 | 37.3 | 25.3 | 26.0 | 10.5 | 1539 | 22.1 | 34.1 | 33.9 | 9.1 |
| Science | 916 | 37.4 | 27.5 | 26.0 | 8.6 | 327 | 23.0 | 35.1 | 34.8 | 6.7 |
| Mathematics | 901 | 39.0 | 21.6 | 25.6 | 13.2 | 236 | 22.0 | 35.6 | 33.0 | 8.9 |
| Social studies | 1153 | 35.1 | 29.8 | 24.5 | 9.8 | 322 | 19.9 | 34.1 | 35.1 | 10.6 |
| English | 1626 | 40.0 | 19.5 | 26.6 | 12.8 | 350 | 23.4 | 30.8 | 34.0 | 11.1 |
| Foreign language | 537 | 37.2 | 21.1 | 26.6 | 14.4 | 71 | 28.2 | 19.8 | 39.5 | 11.3 |
| Fine arts | 411 | 30.9 | 27.8 | 31.2 | 9.6 | 99 | 14.1 | 45.5 | 28.3 | 11.1 |
| Physical education | 707 | 37.8 | 34.5 | 23.3 | 4.0 | 117 | 25.6 | 40.2 | 27.4 | 3.4 |
| Other | 94 | 27.7 | 31.9 | 35.2 | 4.3 | 17 | 17.5 | 17.5 | 41.0 | 11.4 |
| Total vocational | 2303 | 24.4 | 24.9 | 37.0 | 12.9 | 1462 | 15.6 | 30.1 | 42.9 | 11.7 |
| Engineering technology | 256 | 11.7 | 29.3 | 38.7 | 20.3 | 399 | 15.5 | 32.8 | 38.4 | 12.3 |
| Automotive | 188 | 7.0 | 29.3 | 50.0 | 12.8 | 164 | 7.9 | 26.8 | 48.8 | 15.8 |
| Trades | 296 | 18.2 | 26.0 | 36.5 | 18.7 | 87 | 8.0 | 20.7 | 54.0 | 16.1 |
| Graphics | 98 | 17.3 | 26.5 | 41.8 | 13.2 | 58 | 9.1 | 34.5 | 39.6 | 14.7 |
| Service trades, police | 57 | 3.5 | 21.1 | 59.7 | 15.8 | 65 | 9.2 | 30.8 | 46.1 | 13.8 |
| Agriculture | 49 | 20.4 | 26.6 | 38.8 | 14.3 | 24 | 12.5 | 25.0 | 33.3 | 29.2 |
| Home economics | 350 | 28.3 | 21.2 | 38.5 | 11.4 | 38 | 2.6 | 26.3 | 57.9 | 13.1 |
| Business education | 885 | 33.9 | 23.4 | 31.5 | 9.9 | 392 | 25.0 | 32.4 | 33.6 | 8.6 |
| Distributive education | 81 | 34.5 | 34.5 | 27.1 | 3.7 | 62 | 11.3 | 27.4 | 51.6 | 8.0 |
| Health | 43 | 20.9 | 18.6 | 48.9 | 11.6 | 173 | 15.1 | 27.2 | 49.7 | 7.6 |

[a] Sixty six nonrespondents (0.7%).

[b] Twenty one nonrespondents (0.7%).

## TABLE A-4

### SEX BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | POSTSECONDARY TEACHERS | | |
|---|---|---|---|---|---|---|
| | Number | Male | Female | Number | Male | Female |
| TOTAL | 8648[a] | 54.6 | 44.9 | 3001[b] | 74.6 | 25.0 |
| Total academic | 6345 | 54.6 | 45.0 | 1539 | 75.4 | 24.2 |
| Science | 916 | 76.4 | 23.0 | 327 | 84.7 | 14.7 |
| Mathematics | 901 | 63.0 | 36.5 | 236 | 86.4 | 12.7 |
| Social studies | 1153 | 69.3 | 30.1 | 322 | 79.8 | 20.2 |
| English | 1626 | 30.4 | 69.1 | 350 | 59.7 | 39.7 |
| Foreign language | 537 | 34.3 | 65.2 | 71 | 60.6 | 38.0 |
| Fine arts | 411 | 64.5 | 35.5 | 99 | 77.8 | 22.2 |
| Physical education | 707 | 57.3 | 42.7 | 117 | 69.2 | 30.8 |
| Other | 94 | 50.0 | 48.9 | 17 | 70.6 | 29.4 |
| Total vocational | 2303 | 54.8 | 44.8 | 1462 | 73.8 | 25.9 |
| Engineering technology | 256 | 98.8 | 1.2 | 399 | 98.5 | 0.8 |
| Automotive | 188 | 96.3 | 2.1 | 164 | 99.4 | 0.6 |
| Trades | 296 | 97.6 | 1.4 | 87 | 98.9 | - |
| Graphics | 98 | 90.8 | 9.2 | 58 | 87.9 | 12.1 |
| Service trades, police | 57 | 33.3 | 66.7 | 65 | 67.7 | 32.3 |
| Agriculture | 49 | 100.0 | - | 24 | 100.0 | - |
| Home economics | 350 | 1.7 | 97.4 | 38 | 5.3 | 92.1 |
| Business education | 885 | 34.7 | 65.2 | 392 | 64.8 | 35.2 |
| Distributive education | 81 | 80.2 | 18.5 | 62 | 85.5 | 14.5 |
| Health | 43 | 7.0 | 93.0 | 173 | 5.2 | 94.8 |

[a] Thirty nine nonrespondents (0.5%).

[b] Twelve nonrespondents (0.4%).

## TABLE A-5

### TYPE OF COMMUNITY LIVING IN AT HIGH SCHOOL GRADUATION BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Large City | Suburb | Small City | Town | Rural | Number | Large City | Suburb | Small City | Town | Rural |
| TOTAL | 8648[a] | 30.5 | 9.1 | 20.8 | 25.3 | 13.1 | 3001[b] | 31.2 | 11.1 | 20.8 | 23.3 | 12.7 |
| Total academic | 6345 | 30.3 | 9.9 | 21.8 | 25.2 | 11.9 | 1539 | 33.2 | 12.3 | 20.8 | 22.6 | 10.2 |
| Science | 916 | 29.8 | 8.4 | 20.4 | 26.6 | 12.9 | 327 | 28.4 | 12.2 | 21.7 | 19.9 | 17.2 |
| Mathematics | 901 | 23.8 | 8.2 | 19.9 | 27.4 | 20.1 | 236 | 31.8 | 9.3 | 22.5 | 23.3 | 12.3 |
| Social studies | 1153 | 32.4 | 10.9 | 20.8 | 22.5 | 12.3 | 322 | 38.5 | 13.0 | 18.9 | 20.5 | 8.3 |
| English | 1626 | 29.4 | 11.3 | 22.3 | 26.6 | 10.0 | 350 | 30.3 | 12.6 | 20.6 | 26.9 | 8.0 |
| Foreign language | 537 | 36.0 | 10.6 | 23.3 | 20.1 | 8.6 | 71 | 46.5 | 16.9 | 21.1 | 12.7 | 2.8 |
| Fine arts | 411 | 30.5 | 9.5 | 24.6 | 28.7 | 5.1 | 99 | 43.5 | 8.1 | 23.2 | 20.2 | 4.0 |
| Physical education | 707 | 33.9 | 8.3 | 22.3 | 24.3 | 9.9 | 117 | 30.7 | 14.5 | 17.9 | 28.2 | 8.5 |
| Other | 94 | 26.6 | 9.6 | 29.8 | 20.2 | 12.7 | 17 | 11.8 | 17.6 | 23.6 | 35.3 | 11.8 |
| Total vocational | 2303 | 31.2 | 7.2 | 18.3 | 25.6 | 16.7 | 1462 | 29.0 | 9.8 | 20.8 | 24.0 | 15.4 |
| Engineering technology | 256 | 34.0 | 8.2 | 20.7 | 21.5 | 12.9 | 399 | 33.4 | 10.3 | 22.1 | 22.1 | 11.5 |
| Automotive | 188 | 33.5 | 6.4 | 20.2 | 25.0 | 13.3 | 164 | 20.8 | 5.5 | 22.0 | 26.2 | 25.0 |
| Trades | 296 | 28.7 | 6.8 | 19.3 | 28.4 | 15.2 | 87 | 21.8 | 10.3 | 21.8 | 19.5 | 25.3 |
| Graphics | 98 | 43.9 | 11.2 | 18.4 | 21.4 | 5.1 | 58 | 36.2 | 17.2 | 20.7 | 20.7 | 5.2 |
| Service trades, police | 57 | 49.1 | 8.8 | 19.3 | 15.8 | 5.3 | 65 | 24.6 | 10.8 | 26.2 | 21.5 | 13.0 |
| Agriculture | 49 | - | - | 4.1 | 28.6 | 67.3 | 24 | 8.3 | 8.3 | 12.5 | 20.8 | 50.0 |
| Home economics | 350 | 20.9 | 7.4 | 18.3 | 26.6 | 26.8 | 38 | 13.2 | 7.9 | 26.3 | 31.6 | 21.0 |
| Business education | 885 | 32.5 | 7.1 | 18.4 | 27.1 | 14.1 | 392 | 31.4 | 9.2 | 20.2 | 25.5 | 12.7 |
| Distributive education | 81 | 46.9 | 4.9 | 9.9 | 22.2 | 16.0 | 62 | 38.7 | 12.9 | 12.9 | 24.2 | 9.7 |
| Health | 43 | 34.9 | 7.0 | 18.6 | 20.9 | 18.6 | 173 | 27.1 | 11.0 | 18.5 | 26.0 | 16.2 |

[a] Eighty nine nonrespondents (0.7%).

[b] Twenty seven nonrespondents (0.6%).

## TABLE A-6

## FATHER'S MAJOR OCCUPATION, SECONDARY TEACHERS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number | Semiskilled | Service | Skilled | Clerical Sales | Farm Manager | Other Manager | Professional | Unknown |
| TOTAL | 8648 | 12.2 | 4.5 | 24.0 | 9.3 | 11.9 | 13.6 | 17.2 | 7.4 |
| Total academic | 6345 | 11.9 | 4.4 | 22.7 | 9.9 | 11.0 | 14.0 | 18.8 | 7.5 |
| Science | 916 | 12.8 | 5.0 | 25.4 | 9.3 | 12.1 | 9.5 | 17.6 | 8.2 |
| Mathematics | 901 | 11.7 | 5.7 | 23.0 | 8.4 | 17.0 | 11.8 | 15.1 | 7.5 |
| Social studies | 1153 | 12.1 | 4.5 | 21.5 | 10.2 | 10.8 | 15.8 | 17.8 | 7.3 |
| English | 1626 | 10.7 | 3.9 | 18.9 | 9.8 | 10.4 | 16.3 | 22.9 | 7.1 |
| Foreign language | 537 | 12.8 | 2.2 | 21.0 | 10.7 | 7.6 | 13.8 | 24.2 | 7.6 |
| Fine arts | 411 | 9.2 | 3.9 | 24.1 | 11.2 | 7.3 | 17.8 | 18.5 | 8.0 |
| Physical education | 707 | 14.0 | 4.8 | 28.7 | 10.4 | 8.2 | 13.0 | 13.7 | 7.1 |
| Other | 94 | 10.6 | 4.3 | 28.7 | 10.7 | 9.6 | 11.7 | 14.9 | 9.6 |
| Total vocational | 2303 | 13.0 | 4.8 | 27.6 | 8.0 | 14.5 | 12.5 | 12.7 | 6.9 |
| Engineering technology | 256 | 17.6 | 4.7 | 31.3 | 8.6 | 9.8 | 12.1 | 11.0 | 5.1 |
| Automotive | 188 | 12.8 | 2.7 | 41.5 | 5.9 | 11.7 | 9.6 | 9.6 | 6.4 |
| Trades | 296 | 17.9 | 5.4 | 40.2 | 4.1 | 11.8 | 7.4 | 8.4 | 4.7 |
| Graphics | 98 | 16.3 | 8.2 | 38.8 | 8.2 | 3.1 | 8.2 | 13.3 | 4.1 |
| Service trades, police | 57 | 10.5 | 8.8 | 38.6 | 5.3 | 5.3 | 7.0 | 7.0 | 17.5 |
| Agriculture | 49 | 10.2 | - | 6.1 | 2.0 | 65.3 | 2.0 | 14.2 | - |
| Home economics | 350 | 8.0 | 4.9 | 18.3 | 9.1 | 22.9 | 11.4 | 20.0 | 5.5 |
| Business education | 885 | 11.2 | 5.0 | 23.2 | 8.9 | 13.3 | 17.3 | 12.5 | 8.6 |
| Distributive education | 81 | 17.3 | 1.2 | 16.0 | 18.5 | 13.6 | 9.9 | 13.6 | 9.9 |
| Health | 43 | 20.9 | 4.7 | 30.2 | 4.6 | 14.0 | 9.3 | 11.6 | 4.6 |

## TABLE A-7

### FATHER'S MAJOR OCCUPATION, POSTSECONDARY TEACHERS BY SUBJECT TAUGHT (In Percentages)

| Subject | POSTSECONDARY TEACHERS | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number | Semiskilled | Service | Skilled | Clerical Sales | Farm Manager | Other Manager | Professional | Unknown |
| TOTAL | 3001 | 9.0 | 4.5 | 24.9 | 10.0 | 12.8 | 15.7 | 18.2 | 4.9 |
| Total academic | 1539 | 9.1 | 3.9 | 22.8 | 10.5 | 10.4 | 15.3 | 23.5 | 4.5 |
| Science | 327 | 9.5 | 1.5 | 23.9 | 7.6 | 14.1 | 17.7 | 23.2 | 2.4 |
| Mathematics | 236 | 10.2 | 5.5 | 25.8 | 8.9 | 13.1 | 14.8 | 17.2 | 3.4 |
| Social studies | 322 | 7.8 | 5.3 | 21.4 | 9.0 | 8.7 | 18.3 | 24.0 | 5.6 |
| English | 350 | 8.0 | 4.0 | 21.4 | 14.9 | 8.3 | 11.4 | 24.6 | 7.4 |
| Foreign language | 71 | 15.5 | 2.8 | 16.9 | 8.4 | 7.0 | 8.5 | 36.6 | 4.2 |
| Fine arts | 99 | 5.1 | 4.0 | 20.2 | 12.1 | 10.1 | 17.2 | 28.3 | 3.0 |
| Physical education | 117 | 12.0 | 4.3 | 26.5 | 12.9 | 6.8 | 15.4 | 18.8 | 3.5 |
| Other | 17 | 11.8 | - | 29.4 | 5.7 | 17.6 | 11.8 | 23.3 | - |
| Total vocational | 1462 | 9.0 | 5.1 | 27.2 | 9.5 | 15.3 | 16.1 | 12.6 | 5.4 |
| Engineering technology | 399 | 11.0 | 6.0 | 28.3 | 8.3 | 10.0 | 15.8 | 15.1 | 5.6 |
| Automotive | 164 | 11.0 | 3.7 | 31.7 | 4.8 | 22.6 | 12.8 | 9.8 | 3.6 |
| Trades | 87 | 11.5 | 2.3 | 35.5 | 4.5 | 27.6 | 9.2 | 3.4 | 5.7 |
| Graphics | 58 | 8.6 | 1.7 | 36.2 | 3.4 | 3.4 | 17.2 | 22.4 | 6.8 |
| Service trades, police | 65 | 12.3 | 10.8 | 24.6 | 4.6 | 12.3 | 12.3 | 16.9 | 6.1 |
| Agriculture | 24 | - | - | 20.8 | 8.4 | 58.3 | 4.2 | 8.3 | - |
| Home economics | 38 | - | 5.3 | 31.6 | 7.9 | 23.7 | 28.9 | 2.6 | - |
| Business education | 392 | 7.7 | 4.3 | 22.2 | 13.5 | 12.5 | 20.4 | 13.5 | 4.8 |
| Distributive education | 62 | 6.5 | 3.2 | 24.2 | 12.9 | 12.9 | 27.4 | 8.1 | 4.8 |
| Health | 173 | 6.9 | 7.5 | 26.0 | 12.7 | 18.5 | 9.8 | 12.1 | 6.4 |

## TABLE A-8

## TYPE OF CERTIFICATION BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | None | Provisional | Standard; Permanent | Vocational | Advanced | Number | None | Provisional | Standard; Permanent | Vocational | Advanced |
| TOTAL | 8648[a] | 0.9 | 11.2 | 63.1 | 8.8 | 10.9 | 3001[b] | 22.1 | 5.5 | 28.4 | 21.5 | 18.6 |
| Total academic | 6345 | 0.8 | 11.9 | 72.8 | 0.9 | 11.8 | 1539 | 21.2 | 3.9 | 38.3 | 5.9 | 26.4 |
| Science | 916 | 0.4 | 11.6 | 74.1 | 1.4 | 11.1 | 327 | 27.2 | 4.3 | 31.7 | 10.1 | 22.9 |
| Mathematics | 901 | 1.3 | 13.2 | 72.0 | 1.2 | 11.4 | 236 | 19.5 | 3.0 | 42.8 | 11.9 | 19.0 |
| Social studies | 1153 | 0.8 | 9.4 | 75.3 | 0.7 | 12.0 | 322 | 23.9 | 4.0 | 31.3 | 4.3 | 32.6 |
| English | 1626 | 0.6 | 13.8 | 70.8 | 0.2 | 11.9 | 350 | 20.0 | 2.9 | 37.5 | 3.7 | 30.3 |
| Foreign language | 537 | 1.3 | 16.2 | 69.1 | 0.8 | 10.2 | 71 | 28.2 | 5.6 | 36.6 | - | 23.9 |
| Fine arts | 411 | 1.2 | 7.1 | 73.0 | 1.2 | 14.1 | 99 | 13.1 | 4.0 | 49.5 | 1.0 | 29.3 |
| Physical education | 707 | 0.3 | 8.8 | 75.5 | 0.6 | 11.9 | 117 | 6.0 | 6.0 | 62.4 | 1.7 | 21.3 |
| Other | 94 | - | 19.2 | 67.1 | 1.1 | 12.8 | 17 | 29.4 | 5.9 | 29.4 | - | 23.6 |
| Total vocational | 2303 | 1.3 | 9.4 | 47.8 | 30.7 | 8.6 | 1462 | 23.0 | 7.2 | 18.1 | 37.9 | 10.5 |
| Engineering technology | 256 | 1.6 | 11.3 | 36.0 | 42.6 | 7.5 | 399 | 27.6 | 7.8 | 11.1 | 39.8 | 8.5 |
| Automotive | 188 | 1.6 | 8.0 | 22.3 | 61.0 | 5.4 | 164 | 23.2 | 7.3 | 4.2 | 60.4 | 1.8 |
| Trades | 296 | 1.0 | 9.1 | 43.9 | 36.4 | 7.8 | 87 | 25.3 | 3.4 | 5.7 | 62.0 | - |
| Graphics | 98 | 3.1 | 8.2 | 43.8 | 37.7 | 5.1 | 58 | 13.8 | 10.3 | 5.2 | 53.4 | 15.5 |
| Service trades, police | 57 | 3.5 | 12.3 | 17.6 | 61.4 | 1.8 | 65 | 12.3 | 10.8 | 12.3 | 50.8 | 10.8 |
| Agriculture | 49 | - | - | 46.9 | 38.7 | 14.2 | 24 | 25.0 | 12.5 | 25.0 | 16.7 | 12.4 |
| Home economics | 350 | - | 6.6 | 45.5 | 35.5 | 8.3 | 38 | 15.8 | 2.6 | 31.6 | 26.3 | 18.4 |
| Business education | 885 | 1.4 | 10.3 | 63.4 | 12.1 | 10.8 | 392 | 19.1 | 6.4 | 36.2 | 20.4 | 16.5 |
| Distributive education | 81 | 1.2 | 9.9 | 37.0 | 42.0 | 9.8 | 62 | 16.1 | 4.8 | 24.2 | 35.5 | 16.1 |
| Health | 43 | 7.0 | 18.6 | 25.6 | 44.2 | - | 173 | 30.6 | 8.1 | 12.7 | 36.4 | 8.7 |

[a] One hundred eighty six nonrespondents (2.2%).

[b] One hundred fourteen nonrespondents (3.8%).

# TABLE A-9

## MAJOR HIGH SCHOOL PROGRAM BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | College Preparatory | Vocational | Commercial | General | Unknown | Number | College Preparatory | Vocational | Commercial | General | Unknown |
| TOTAL | 8648[a] | 57.9 | 3.1 | 3.4 | 14.7 | 20.0 | 3001[b] | 52.4 | 4.5 | 2.8 | 18.0 | 20.8 |
| Total academic | 6345 | 63.0 | 0.9 | 1.5 | 13.3 | 20.6 | 1539 | 61.5 | 1.9 | 0.8 | 13.8 | 21.4 |
| Science | 916 | 62.1 | 1.0 | 0.6 | 13.1 | 22.3 | 327 | 61.8 | 3.0 | 0.6 | 14.4 | 19.9 |
| Mathematics | 901 | 64.6 | 1.0 | 1.0 | 12.2 | 20.6 | 236 | 67.4 | 2.1 | - | 14.8 | 15.2 |
| Social studies | 1153 | 61.3 | 0.8 | 1.2 | 15.6 | 20.1 | 322 | 59.3 | 1.9 | 0.9 | 18.0 | 19.6 |
| English | 1626 | 66.2 | 0.7 | 1.5 | 11.3 | 19.7 | 350 | 60.0 | 0.8 | 1.4 | 10.3 | 27.1 |
| Foreign language | 537 | 66.8 | 0.4 | 2.2 | 5.2 | 24.0 | 71 | 63.4 | - | 1.4 | 5.6 | 28.2 |
| Fine arts | 411 | 59.6 | 0.7 | 1.9 | 15.6 | 22.1 | 99 | 63.6 | 2.0 | - | 13.1 | 20.2 |
| Physical education | 707 | 57.7 | 1.6 | 2.4 | 20.2 | 17.5 | 117 | 59.0 | 0.8 | 0.8 | 14.5 | 23.1 |
| Other | 94 | 51.1 | 2.1 | 5.3 | 17.0 | 24.5 | 17 | 47.0 | 11.8 | - | 11.8 | 23.5 |
| Total vocational | 2303 | 44.1 | 9.4 | 8.5 | 18.6 | 18.1 | 1462 | 42.7 | 7.2 | 4.9 | 22.4 | 20.1 |
| Engineering technology | 256 | 32.8 | 20.3 | 1.6 | 22.6 | 21.1 | 399 | 44.1 | 9.3 | 1.2 | 22.8 | 20.3 |
| Automotive | 188 | 25.0 | 23.9 | 3.7 | 21.3 | 23.4 | 164 | 17.7 | 15.2 | 2.4 | 32.3 | 25.6 |
| Trades | 296 | 32.4 | 16.2 | 1.4 | 21.3 | 26.4 | 87 | 18.4 | 16.1 | 1.1 | 34.5 | 19.5 |
| Graphics | 98 | 38.8 | 19.4 | 3.1 | 24.5 | 11.2 | 58 | 41.4 | 10.3 | 1.7 | 22.4 | 19.0 |
| Service trades, police | 57 | 21.0 | 21.0 | 7.0 | 19.3 | 28.1 | 65 | 27.7 | 7.7 | 4.6 | 30.8 | 24.6 |
| Agriculture | 49 | 24.5 | 8.2 | - | 40.8 | 26.5 | 24 | 33.3 | 29.2 | - | 16.7 | 20.8 |
| Home economics | 350 | 55.1 | 4.8 | 1.4 | 17.1 | 20.3 | 38 | 60.5 | - | - | 13.2 | 26.3 |
| Business education | 885 | 52.5 | 1.6 | 18.1 | 15.0 | 12.2 | 392 | 52.0 | 2.3 | 11.5 | 16.8 | 17.3 |
| Distributive education | 81 | 55.6 | 4.9 | 4.9 | 18.5 | 16.0 | 62 | 62.9 | 1.6 | 4.8 | 12.9 | 17.7 |
| Health | 43 | 55.8 | 2.3 | 9.3 | 11.6 | 20.9 | 173 | 51.4 | 1.2 | 5.8 | 22.0 | 19.1 |

[a] Seventy six respondents reported no high school degree (0.9%).

[b] Forty five respondents reported no high school degree (1.5%).

## TABLE A-10

### HIGHEST DEGREE ACHIEVED BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | H. S. Diploma | Certificate A. A. | B. A. | M. A. | Ph. D. | Number | H. S. Diploma | Certificate A. A. | B. A. | M. A. | Ph. D. |
| TOTAL | 8648[a] | 3.2 | 2.4 | 54.8 | 38.3 | 0.6 | 3001[b] | 8.4 | 6.3 | 23.8 | 53.7 | 6.7 |
| Total academic | 6345 | 1.3 | 0.4 | 56.2 | 40.8 | 0.8 | 1539 | 1.1 | 0.4 | 15.1 | 71.6 | 11.2 |
| Science | 916 | 1.3 | 0.1 | 51.9 | 45.7 | 0.5 | 327 | 0.9 | 0.9 | 16.8 | 67.0 | 14.1 |
| Mathematics | 901 | 1.8 | 0.2 | 57.2 | 40.1 | 0.4 | 236 | 1.7 | 0.4 | 22.5 | 70.8 | 4.2 |
| Social studies | 1153 | 0.7 | 0.6 | 53.1 | 44.1 | 0.8 | 322 | 1.9 | 0.3 | 12.4 | 67.4 | 17.7 |
| English | 1626 | 0.9 | 0.4 | 60.4 | 36.9 | 0.9 | 350 | 0.6 | - | 12.3 | 78.8 | 10.1 |
| Foreign language | 537 | 1.3 | 0.4 | 56.8 | 39.3 | 1.7 | 71 | - | - | 14.1 | 70.4 | 14.1 |
| Fine arts | 411 | 1.7 | 0.6 | 48.2 | 48.7 | 0.7 | 99 | 1.0 | 1.0 | 8.1 | 78.8 | 10.1 |
| Physical education | 707 | 1.8 | 0.7 | 60.5 | 35.8 | 0.7 | 117 | 0.9 | 0.9 | 17.9 | 73.5 | 5.1 |
| Other | 94 | 3.2 | 1.1 | 54.3 | 41.5 | - | 17 | - | - | 17.6 | 58.8 | 23.5 |
| Total vocational | 2303 | 8.6 | 7.9 | 50.9 | 31.4 | 0.3 | 1462 | 16.0 | 12.6 | 32.9 | 35.0 | 2.0 |
| Engineering technology | 256 | 14.8 | 16.8 | 35.5 | 31.3 | - | 399 | 17.3 | 13.9 | 39.6 | 27.1 | 1.3 |
| Automotive | 188 | 28.7 | 21.3 | 27.1 | 19.7 | 0.5 | 164 | 35.4 | 23.8 | 24.4 | 11.0 | 0.6 |
| Trades | 296 | 12.5 | 11.8 | 41.2 | 32.1 | 0.3 | 87 | 40.2 | 26.4 | 16.1 | 9.2 | - |
| Graphics | 98 | 15.3 | 16.4 | 35.7 | 31.6 | - | 58 | 17.2 | 17.1 | 27.6 | 34.5 | - |
| Service trades, police | 57 | 43.9 | 38.7 | 12.3 | 1.8 | - | 65 | 27.7 | 23.1 | 26.2 | 20.0 | - |
| Agriculture | 49 | - | - | 55.1 | 44.9 | - | 24 | 12.5 | 8.4 | 25.0 | 50.0 | 4.2 |
| Home economics | 350 | 3.7 | 0.9 | 66.9 | 26.9 | 0.6 | 38 | 5.3 | - | 52.6 | 42.1 | - |
| Business education | 885 | 1.1 | 0.9 | 61.1 | 36.3 | 0.2 | 392 | 4.3 | 2.3 | 32.7 | 56.9 | 3.8 |
| Distributive education | 81 | - | - | 56.8 | 43.2 | - | 62 | 4.8 | - | 37.1 | 54.8 | 3.2 |
| Health | 43 | 11.6 | 30.3 | 41.9 | 14.0 | 2.3 | 173 | 11.0 | 17.4 | 34.1 | 34.7 | 2.9 |

[a] Fifty six nonrespondents (0.6%).

[b] Thirty one nonrespondents (1.0%).

## TABLE A-11

### TYPE OF DEGREE PROGRAM CURRENTLY WORKING ON BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | None | Certificate A. A. | B. A. | M. A. | Ph. D. | Number | None | Certificate A. A. | B. A. | M. A. | Ph. D. |
| TOTAL | 8648 | 72.1 | 0.4 | 2.2 | 21.9 | 3.3 | 3001 | 71.0 | 1.4 | 4.4 | 11.1 | 12.1 |
| Total academic | 6345 | 71.7 | 0.2 | 0.6 | 23.6 | 3.8 | 1539 | 71.6 | 0.3 | 0.6 | 9.3 | 18.2 |
| Science | 916 | 67.8 | 0.2 | 0.2 | 25.4 | 6.3 | 327 | 72.5 | - | 0.9 | 10.7 | 15.9 |
| Mathematics | 901 | 73.7 | - | 1.2 | 22.2 | 2.9 | 236 | 76.7 | 0.8 | 0.8 | 11.4 | 10.2 |
| Social studies | 1153 | 72.2 | 0.3 | 0.3 | 23.8 | 3.4 | 322 | 63.0 | 0.3 | 0.6 | 8.7 | 27.3 |
| English | 1626 | 70.9 | 0.6 | 0.6 | 36.0 | 4.8 | 350 | 72.6 | - | 0.3 | 7.7 | 19.4 |
| Foreign language | 537 | 73.8 | 0.7 | 1.1 | 21.6 | 2.8 | 71 | 62.2 | - | - | 8.4 | 25.4 |
| Fine arts | 411 | 71.5 | - | 1.2 | 21.4 | 5.8 | 99 | 79.8 | 1.0 | - | 4.0 | 15.2 |
| Physical education | 707 | 75.8 | - | 0.6 | 20.6 | 2.8 | 117 | 75.2 | 0.8 | 0.8 | 12.0 | 11.1 |
| Other | 94 | 59.6 | 1.1 | - | 35.1 | 4.2 | 17 | 76.5 | - | - | 11.8 | 11.8 |
| Total vocational | 2303 | 73.1 | 0.8 | 6.6 | 17.4 | 2.0 | 1462 | 70.4 | 2.5 | 8.5 | 13.1 | 5.6 |
| Engineering technology | 256 | 65.6 | 2.0 | 16.8 | 12.5 | 3.1 | 399 | 67.4 | 1.5 | 10.8 | 16.3 | 4.0 |
| Automotive | 188 | 63.8 | 2.6 | 20.7 | 10.6 | 2.1 | 164 | 67.1 | 4.9 | 15.2 | 11.6 | 1.2 |
| Trades | 296 | 73.6 | - | 9.1 | 15.2 | 2.0 | 87 | 74.7 | 4.6 | 16.1 | 3.4 | 1.1 |
| Graphics | 98 | 65.3 | - | 12.2 | 19.4 | 3.1 | 58 | 72.4 | 3.4 | 10.3 | 8.6 | 5.2 |
| Service trades, police | 57 | 64.9 | 7.0 | 24.6 | 3.5 | - | 65 | 75.4 | 10.8 | 4.6 | 6.2 | 3.1 |
| Agriculture | 49 | 63.3 | - | - | 36.7 | - | 24 | 83.3 | - | 4.2 | 12.5 | - |
| Home economics | 350 | 80.9 | 0.6 | 1.1 | 16.0 | 1.4 | 38 | 73.7 | - | - | 18.4 | 7.9 |
| Business education | 885 | 76.3 | 0.2 | 0.9 | 20.9 | 1.7 | 392 | 73.5 | 1.0 | 1.5 | 13.3 | 10.7 |
| Distributive education | 81 | 69.1 | - | - | 27.2 | 3.7 | 62 | 69.4 | 3.2 | - | 19.4 | 8.1 |
| Health | 43 | 74.4 | 2.3 | 14.0 | 4.6 | 4.6 | 173 | 66.5 | 1.7 | 15.0 | 12.1 | 4.6 |

## TABLE A-12

## CALENDAR YEAR OF MOST RECENT NONDEGREE COURSE BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number[a] | 1967 | 1966 | 1965 | 1962-64 | Unknown | Number[a] | 1967 | 1966 | 1965 | 1962-64 | Unknown |
| TOTAL | 4854 | 14.5 | 30.8 | 17.8 | 25.8 | 11.1 | 1746 | 9.9 | 30.1 | 18.8 | 23.8 | 11.6 |
| Total academic | 3505 | 13.8 | 29.9 | 17.9 | 27.3 | 11.0 | 759 | 14.0 | 28.6 | 19.9 | 29.5 | 8.0 |
| Science | 587 | 14.3 | 29.5 | 18.1 | 28.9 | 9.2 | 185 | 15.7 | 27.6 | 18.4 | 32.5 | 5.9 |
| Mathematics | 559 | 14.7 | 30.1 | 18.2 | 29.5 | 7.5 | 136 | 11.8 | 26.5 | 23.5 | 31.6 | 6.6 |
| Social studies | 585 | 13.3 | 28.0 | 20.0 | 28.3 | 10.3 | 132 | 12.9 | 31.1 | 23.5 | 27.2 | 5.3 |
| English | 842 | 14.7 | 32.7 | 17.0 | 23.7 | 12.0 | 155 | 12.9 | 29.7 | 20.0 | 25.1 | 12.3 |
| Foreign language | 310 | 7.7 | 26.5 | 19.0 | 35.5 | 11.3 | 36 | 5.6 | 25.0 | 22.2 | 41.7 | 5.6 |
| Fine arts | 213 | 14.6 | 30.0 | 17.4 | 22.1 | 16.0 | 38 | 5.3 | 34.2 | 15.8 | 34.3 | 10.5 |
| Physical education | 349 | 15.2 | 29.2 | 15.5 | 25.8 | 14.3 | 66 | 27.3 | 24.2 | 12.1 | 25.7 | 10.6 |
| Other | 60 | 15.0 | 31.7 | 16.7 | 20.0 | 16.7 | 11 | 18.2 | 45.5 | 9.1 | 9.1 | 18.2 |
| Total vocational | 1349 | 16.3 | 33.3 | 17.6 | 21.6 | 11.2 | 987 | 16.9 | 31.2 | 18.0 | 19.5 | 14.4 |
| Engineering technology | 143 | 13.3 | 25.9 | 18.2 | 26.6 | 16.1 | 244 | 13.5 | 28.3 | 23.8 | 23.4 | 11.1 |
| Automotive | 133 | 18.0 | 36.8 | 12.0 | 15.8 | 17.3 | 124 | 11.3 | 27.4 | 18.5 | 20.2 | 22.6 |
| Trades | 149 | 16.1 | 31.5 | 20.8 | 19.4 | 12.1 | 65 | 23.1 | 27.7 | 7.7 | 21.6 | 20.0 |
| Graphics | 59 | 22.0 | 39.0 | 8.5 | 22.1 | 8.5 | 36 | 11.1 | 33.3 | 25.0 | 14.0 | 16.7 |
| Service trades, police | 46 | 21.7 | 32.6 | 17.4 | 15.2 | 13.0 | 51 | 23.5 | 29.4 | 15.7 | 19.6 | 11.8 |
| Agriculture | 38 | 13.2 | 39.5 | 10.5 | 18.5 | 18.4 | 13 | 30.8 | 53.8 | 7.7 | 7.7 | - |
| Home economics | 202 | 15.3 | 29.2 | 19.3 | 25.8 | 10.4 | 26 | 19.2 | 15.4 | 23.1 | 23.0 | 19.2 |
| Business education | 494 | 15.6 | 34.2 | 19.2 | 23.5 | 7.5 | 261 | 15.3 | 36.4 | 16.9 | 19.2 | 12.3 |
| Distributive education | 55 | 18.2 | 40.0 | 12.7 | 11.0 | 18.2 | 38 | 15.8 | 31.6 | 18.4 | 23.7 | 10.5 |
| Health | 30 | 23.3 | 43.3 | 20.0 | 10.0 | 3.3 | 129 | 26.4 | 32.6 | 13.2 | 11.7 | 16.3 |

[a] Base number is reduced by number of teachers who have not taken a nondegree course in the last five years.

## TABLE A-13

## AGENCY OFFERING MOST RECENT NONDEGREE COURSE BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | College or University | U. S. Government Agency | Private Agency | State Education Department | Other | Number | College or University | U. S. Government Agency | Private Agency | State Education Department | Other |
| TOTAL | 4854[a] | 56.5 | 15.8 | 7.7 | 7.1 | 12.8 | 1746[a] | 55.6 | 11.1 | 17.8 | 5.4 | 10.1 |
| Total academic | 3505 | 56.5 | 20.6 | 4.3 | 5.8 | 12.8 | 759 | 60.3 | 18.6 | 8.2 | 3.8 | 8.9 |
| Science | 587 | 36.7 | 49.9 | 3.8 | 3.9 | 5.6 | 185 | 44.3 | 39.5 | 8.7 | 3.8 | 3.8 |
| Mathematics | 559 | 44.9 | 37.2 | 3.8 | 5.5 | 8.6 | 136 | 42.6 | 33.0 | 14.0 | 5.1 | 5.1 |
| Social studies | 585 | 62.9 | 12.3 | 5.7 | 5.0 | 14.2 | 132 | 70.5 | 6.0 | 12.9 | 3.0 | 7.6 |
| English | 842 | 64.5 | 7.9 | 4.6 | 6.5 | 16.5 | 155 | 71.6 | 5.2 | 5.8 | 2.6 | 14.8 |
| Foreign language | 310 | 57.4 | 19.0 | 3.2 | 8.4 | 11.9 | 36 | 86.1 | 8.3 | - | 5.6 | - |
| Fine arts | 213 | 70.0 | 2.3 | 3.3 | 4.2 | 20.2 | 38 | 78.9 | - | 2.6 | - | 18.4 |
| Physical education | 349 | 68.5 | 4.9 | 3.5 | 6.9 | 16.3 | 66 | 69.7 | 3.0 | 1.5 | 6.1 | 19.7 |
| Other | 60 | 63.3 | 6.6 | 3.3 | 13.3 | 13.4 | 11 | 41.2 | 11.8 | - | 5.9 | 5.9 |
| Total vocational | 1349 | 56.1 | 3.4 | 17.1 | 10.5 | 12.8 | 987 | 52.0 | 5.2 | 25.0 | 6.6 | 11.1 |
| Engineering technology | 143 | 49.7 | 7.0 | 17.5 | 12.6 | 13.3 | 244 | 48.8 | 8.2 | 29.9 | 4.5 | 8.6 |
| Automotive | 133 | 38.3 | 2.3 | 36.2 | 11.3 | 12.0 | 124 | 51.6 | 4.0 | 33.1 | 5.6 | 5.6 |
| Trades | 149 | 57.0 | 5.3 | 16.1 | 7.4 | 14.1 | 65 | 50.8 | 1.5 | 20.0 | 7.7 | 20.0 |
| Graphics | 59 | 64.4 | - | 23.8 | 6.8 | 5.1 | 36 | 52.8 | 2.8 | 19.5 | 5.6 | 19.4 |
| Service trades, police | 46 | 34.8 | - | 26.1 | 26.1 | 13.0 | 51 | 54.9 | 2.0 | 11.8 | 9.8 | 21.6 |
| Agriculture | 38 | 50.0 | 7.9 | 10.5 | 26.3 | 5.2 | 13 | 61.5 | 7.7 | 23.1 | - | 7.7 |
| Home economics | 202 | 61.4 | 2.5 | 6.0 | 10.9 | 19.3 | 26 | 65.4 | 7.7 | 11.5 | 7.7 | 7.7 |
| Business education | 494 | 61.5 | 2.8 | 17.8 | 6.1 | 11.7 | 261 | 51.0 | 4.2 | 29.9 | 6.5 | 8.4 |
| Distributive education | 55 | 60.0 | 5.4 | 3.6 | 25.5 | 5.5 | 38 | 60.5 | 2.6 | 26.3 | 5.3 | 5.2 |
| Health | 30 | 53.3 | - | 6.6 | 20.0 | 20.0 | 129 | 53.5 | 7.0 | 10.2 | 10.9 | 18.7 |

[a] Base number is reduced by number of teachers who have not taken a nondegree course in the last five years.

## TABLE A-14

### SUMMER PLANS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Teaching Duties | Educational Activities | Work Outside Education | Travel, Rest | Undecided | Number | Teaching Duties | Educational Activities | Work Outside Education | Travel, Rest | Undecided |
| TOTAL | 8648[a] | 17.9 | 26.3 | 20.4 | 26.4 | 5.7 | 3001[b] | 37.8 | 22.4 | 27.4 | 14.6 | 3.7 |
| Total academic | 6345 | 18.0 | 27.1 | 19.8 | 26.1 | 5.8 | 1539 | 38.7 | 25.5 | 13.5 | 15.5 | 2.9 |
| Science | 916 | 18.1 | 30.4 | 24.0 | 17.9 | 5.8 | 327 | 37.3 | 22.6 | 30.8 | 21.6 | 2.7 |
| Mathematics | 901 | 19.9 | 27.2 | 17.7 | 25.3 | 7.6 | 236 | 39.4 | 22.0 | 16.5 | 16.1 | 2.9 |
| Social studies | 1153 | 20.1 | 27.4 | 21.7 | 21.3 | 5.9 | 322 | 45.0 | 24.2 | 9.7 | 14.6 | 3.7 |
| English | 1626 | 17.5 | 27.0 | 13.3 | 34.5 | 4.9 | 350 | 38.3 | 29.4 | 7.2 | 16.8 | 3.5 |
| Foreign language | 537 | 15.3 | 27.7 | 11.2 | 35.9 | 7.4 | 71 | 32.4 | 35.2 | 5.6 | 22.6 | 2.8 |
| Fine arts | 411 | 23.1 | 27.0 | 18.8 | 21.6 | 6.1 | 99 | 9.9 | 21.2 | 11.1 | 16.2 | 1.0 |
| Physical education | 707 | 13.1 | 21.9 | 35.6 | 22.5 | 4.7 | 117 | 24.8 | 30.0 | 23.1 | 19.7 | 0.9 |
| Other | 94 | 12.7 | 32.0 | 25.5 | 25.6 | 2.1 | 17 | 35.3 | 29.4 | 17.7 | 11.8 | - |
| Total vocational | 2303 | 18.1 | 23.9 | 22.0 | 27.0 | 5.4 | 1462 | 36.7 | 19.2 | 22.2 | 13.6 | 4.6 |
| Engineering technology | 256 | 14.8 | 25.8 | 33.9 | 16.8 | 2.8 | 399 | 27.1 | 19.1 | 34.2 | 7.5 | 7.0 |
| Automotive | 188 | 15.9 | 23.9 | 37.7 | 14.4 | 4.8 | 164 | 40.8 | 20.1 | 17.7 | 14.7 | 6.1 |
| Trades | 296 | 13.9 | 21.0 | 42.3 | 14.5 | 4.7 | 87 | 46.0 | 16.1 | 21.8 | 8.0 | 6.9 |
| Graphics | 98 | 16.3 | 19.4 | 30.6 | 21.4 | 5.1 | 58 | 44.8 | 12.0 | 24.1 | 15.5 | - |
| Service trades, police | 57 | 21.1 | 24.6 | 17.5 | 26.3 | 5.3 | 65 | 26.2 | 26.1 | 23.1 | 10.8 | 7.7 |
| Agriculture | 49 | 63.3 | 10.2 | 6.1 | 2.0 | 4.0 | 24 | 25.0 | 16.7 | 20.9 | 20.8 | - |
| Home economics | 350 | 16.0 | 24.0 | 7.4 | 45.7 | 5.5 | 38 | 13.2 | 21.1 | 10.6 | 47.4 | 2.6 |
| Business education | 885 | 17.7 | 26.6 | 13.4 | 32.3 | 7.0 | 392 | 42.1 | 20.1 | 16.8 | 16.1 | 3.0 |
| Distributive education | 81 | 24.7 | 21.0 | 29.6 | 8.6 | 1.2 | 62 | 33.9 | 19.4 | 30.6 | 8.0 | 4.8 |
| Health | 43 | 34.9 | 9.3 | 23.2 | 21.0 | 7.0 | 173 | 47.3 | 17.3 | 9.9 | 17.9 | 2.9 |

[a] Two hundred seventy three gave a variety of other plans (3.2%).

[b] One hundred fourteen gave a variety of other plans (3.8%).

## TABLE A-15

## PROFESSIONAL EDUCATIONAL EXPERIENCE OF SPOUSE FOR MARRIED RESPONDENTS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | POSTSECONDARY TEACHERS | | |
|---|---|---|---|---|---|---|
| | Number[a] | Teacher | Non-Teacher | Number[a] | Teacher | Non-Teacher |
| TOTAL | 6179 | 38.7 | 61.3 | 2441 | 36.4 | 63.6 |
| Total academic | 4474 | 40.6 | 59.4 | 1224 | 44.5 | 55.5 |
| Science | 690 | 43.8 | 56.2 | 267 | 41.9 | 58.1 |
| Mathematics | 637 | 40.7 | 59.3 | 203 | 37.4 | 62.6 |
| Social studies | 846 | 41.7 | 58.2 | 265 | 43.8 | 56.2 |
| English | 1092 | 38.1 | 61.9 | 246 | 46.7 | 53.3 |
| Foreign language | 336 | 39.0 | 61.0 | 250 | 54.0 | 46.0 |
| Fine arts | 295 | 43.1 | 56.9 | 83 | 56.6 | 43.4 |
| Physical education | 500 | 39.6 | 60.4 | 97 | 45.4 | 54.6 |
| Other | 78 | 39.7 | 60.3 | 13 | 53.8 | 46.2 |
| Total vocational | 1705 | 33.6 | 66.4 | 1217 | 27.9 | 72.1 |
| Engineering technology | 217 | 34.6 | 65.4 | 355 | 21.7 | 78.3 |
| Automotive | 167 | 20.4 | 79.6 | 146 | 21.2 | 78.8 |
| Trades | 248 | 39.9 | 60.1 | 79 | 15.2 | 84.8 |
| Graphics | 82 | 40.2 | 59.8 | 48 | 54.2 | 45.8 |
| Service trades, police | 39 | 15.4 | 84.6 | 57 | 8.8 | 91.2 |
| Agriculture | 40 | 45.0 | 55.0 | 18 | 50.0 | 50.0 |
| Home economics | 245 | 33.1 | 66.9 | 25 | 36.0 | 64.0 |
| Business education | 582 | 33.7 | 66.3 | 318 | 42.8 | 57.2 |
| Distributive education | 60 | 41.7 | 58.3 | 54 | 35.2 | 64.8 |
| Health | 25 | 24.0 | 76.0 | 117 | 13.7 | 86.3 |

[a] Base number is reduced by number of unmarried teachers.

## TABLE A-16

### NUMBER OF PROFESSIONAL EDUCATIONAL ORGANIZATIONAL MEMBERSHIPS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | None | One | Two | Three | Four to Six | Number | None | One | Two | Three | Four to Six |
| TOTAL | 8648[a] | 11.0 | 37.9 | 33.4 | 11.8 | 3.3 | 3001[b] | 17.4 | 27.5 | 26.6 | 17.3 | 8.5 |
| Total academic | 6345 | 11.7 | 40.0 | 32.9 | 10.2 | 2.5 | 1539 | 13.4 | 26.4 | 28.1 | 19.9 | 9.7 |
| Science | 916 | 13.6 | 42.4 | 28.9 | 9.5 | 2.4 | 327 | 12.5 | 29.7 | 26.0 | 22.3 | 6.7 |
| Mathematics | 901 | 11.5 | 42.4 | 32.6 | 9.3 | 2.4 | 236 | 20.3 | 25.8 | 26.7 | 15.3 | 9.8 |
| Social studies | 1153 | 12.5 | 45.1 | 29.6 | 8.3 | 2.0 | 322 | 13.0 | 26.4 | 28.6 | 19.6 | 10.9 |
| English | 1626 | 12.5 | 37.9 | 34.6 | 10.1 | 2.8 | 350 | 10.9 | 30.0 | 30.0 | 16.9 | 10.0 |
| Foreign language | 537 | 8.6 | 37.1 | 34.6 | 11.5 | 5.6 | 71 | 9.9 | 19.7 | 28.2 | 21.1 | 18.3 |
| Fine arts | 411 | 10.5 | 26.8 | 36.5 | 18.5 | 3.4 | 99 | 18.2 | 20.2 | 26.3 | 24.2 | 8.1 |
| Physical education | 707 | 9.8 | 41.0 | 36.1 | 9.1 | 1.4 | 117 | 9.4 | 16.2 | 33.3 | 27.4 | 8.6 |
| Other | 94 | 10.6 | 33.0 | 36.2 | 16.0 | - | 17 | 5.9 | 29.4 | 17.6 | 23.5 | 11.8 |
| Total vocational | 2303 | 9.1 | 32.1 | 34.9 | 16.2 | 5.5 | 1462 | 21.7 | 28.7 | 25.0 | 14.5 | 7.5 |
| Engineering technology | 256 | 11.3 | 32.0 | 34.4 | 12.1 | 8.2 | 399 | 27.3 | 33.1 | 22.6 | 8.0 | 5.0 |
| Automotive | 188 | 6.9 | 37.8 | 37.8 | 13.3 | 2.6 | 164 | 18.3 | 36.0 | 29.3 | 11.0 | 3.0 |
| Trades | 296 | 9.8 | 30.4 | 36.5 | 16.6 | 3.7 | 87 | 25.3 | 34.5 | 25.3 | 12.6 | 1.1 |
| Graphics | 98 | 12.2 | 28.6 | 32.7 | 18.4 | 7.1 | 58 | 15.5 | 31.0 | 32.8 | 13.8 | 6.8 |
| Service trades, police | 57 | 7.0 | 31.6 | 33.3 | 24.6 | 3.5 | 65 | 15.4 | 26.2 | 23.1 | 24.6 | 7.6 |
| Agriculture | 49 | - | 8.2 | 44.9 | 30.6 | 16.3 | 24 | 20.8 | 29.2 | 25.0 | 8.3 | 8.4 |
| Home economics | 350 | 6.6 | 28.0 | 37.4 | 19.7 | 6.0 | 38 | 15.8 | 31.6 | 21.1 | 13.2 | 15.8 |
| Business education | 885 | 10.6 | 35.7 | 31.8 | 14.4 | 5.0 | 392 | 22.2 | 21.4 | 24.5 | 16.6 | 13.8 |
| Distributive education | 81 | 2.5 | 23.5 | 45.7 | 19.8 | 7.4 | 62 | 24.2 | 30.6 | 24.2 | 11.3 | 8.0 |
| Health | 43 | 9.3 | 30.2 | 34.9 | 23.3 | - | 173 | 13.9 | 24.3 | 27.2 | 27.7 | 4.7 |

[a] Two hundred thirteen nonrespondents (2.5%).

[b] Seventy seven nonrespondents (2.6%).

## TABLE A-17

## MEMBERSHIP IN NATIONAL EDUCATIONAL ORGANIZATIONS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS[a] | | | | | | POSTSECONDARY TEACHERS[a] | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | NEA[b] | AFT | AVA | AAJC | AAUP | Number | NEA | AFT | AVA | AAJC | AAUP |
| TOTAL | 8648 | 64.2 | 13.3 | 9.7 | 0.1 | 0.2 | 3001 | 32.8 | 6.0 | 19.8 | 11.1 | 14.9 |
| Total academic | 6345 | 65.0 | 12.5 | 1.3 | 0.1 | 0.2 | 1539 | 34.8 | 7.2 | 5.1 | 13.7 | 22.7 |
| Science | 916 | 60.9 | 13.4 | 1.4 | - | - | 327 | 29.4 | 4.9 | 6.1 | 13.1 | 19.6 |
| Mathematics | 901 | 66.3 | 10.4 | 2.3 | - | 0.2 | 236 | 33.9 | 6.8 | 7.6 | 11.4 | 17.8 |
| Social studies | 1153 | 65.4 | 15.5 | 1.4 | 0.2 | 0.1 | 322 | 29.5 | 10.9 | 5.6 | 14.6 | 26.4 |
| English | 1626 | 65.4 | 11.8 | 1.1 | 0.1 | 0.2 | 350 | 36.3 | 7.7 | 3.4 | 12.8 | 28.8 |
| Foreign language | 537 | 67.0 | 11.0 | 0.4 | - | 0.7 | 71 | 33.8 | 9.8 | - | 18.3 | 25.4 |
| Fine arts | 411 | 68.4 | 9.2 | 1.0 | - | 0.2 | 99 | 44.4 | 5.0 | 2.0 | 12.1 | 23.2 |
| Physical education | 707 | 62.5 | 13.0 | 0.8 | - | 0.3 | 117 | 51.3 | 4.3 | 6.0 | 20.5 | 12.8 |
| Other | 94 | 71.3 | 18.1 | 4.3 | - | - | 17 | 47.0 | - | 5.9 | - | 11.8 |
| Total vocational | 2303 | 61.9 | 15.4 | 32.7 | 0.1 | 0.2 | 1462 | 30.7 | 4.7 | 35.4 | 8.3 | 6.6 |
| Engineering technology | 256 | 53.1 | 15.2 | 47.7 | - | - | 399 | 19.0 | 4.8 | 30.3 | 7.0 | 6.0 |
| Automotive | 188 | 47.9 | 25.0 | 58.5 | - | - | 164 | 29.3 | 3.6 | 62.2 | 4.9 | 1.8 |
| Trades | 296 | 58.8 | 17.2 | 44.9 | 0.3 | - | 87 | 20.7 | 10.3 | 60.9 | 3.4 | - |
| Graphics | 98 | 51.0 | 22.4 | 31.6 | - | 1.0 | 58 | 34.5 | 12.1 | 41.4 | 6.9 | 6.9 |
| Service trades, police | 57 | 47.4 | 33.3 | 70.2 | - | - | 65 | 30.8 | 6.2 | 46.2 | 9.2 | 10.8 |
| Agriculture | 49 | 87.8 | 4.1 | 93.9 | - | - | 24 | 20.8 | - | 25.0 | 8.3 | 4.2 |
| Home economics | 350 | 73.1 | 7.4 | 33.4 | - | 0.3 | 38 | 44.7 | 2.6 | 34.2 | 10.5 | 5.3 |
| Business education | 885 | 64.1 | 14.6 | 10.1 | 0.1 | 0.2 | 392 | 40.8 | 4.3 | 23.5 | 9.9 | 9.2 |
| Distributive education | 81 | 66.7 | 21.0 | 53.1 | - | - | 62 | 30.6 | 1.6 | 32.2 | 12.9 | 8.1 |
| Health | 43 | 65.1 | 7.0 | 51.2 | - | - | 173 | 38.2 | 2.9 | 32.4 | 11.6 | 8.7 |

[a] Percentages do not add to 100 as a teacher may belong to more than one national educational organization or none at all.

[b] NEA refers to the National Education Association, AFT to the American Federation of Teachers, AAJC to the American Association of Junior Colleges, and AAUP to the American Association of University Professors.

## TABLE A-18

### MEMBERSHIP IN PROFESSIONAL AND HONORARY SOCIETIES BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS[a] | | | | POSTSECONDARY TEACHERS[a] | | | |
|---|---|---|---|---|---|---|---|---|
| | Number | Professional Society | Education Honorary | Scholastic Honorary | Number | Professional Society | Education Honorary | Scholastic Honorary |
| TOTAL | 8648 | 39.8 | 9.4 | 5.9 | 3001 | 48.5 | 11.2 | 13.7 |
| Total academic | 6345 | 40.8 | 9.1 | 6.5 | 1539 | 57.2 | 13.1 | 13.5 |
| Science | 916 | 36.0 | 8.5 | 4.9 | 327 | 63.3 | 10.1 | 14.1 |
| Mathematics | 901 | 43.5 | 9.9 | 5.3 | 236 | 51.3 | 13.1 | 11.9 |
| Social studies | 1153 | 27.8 | 9.8 | 6.2 | 322 | 51.6 | 16.1 | 17.4 |
| English | 1626 | 41.7 | 9.0 | 8.4 | 350 | 55.4 | 10.6 | 11.4 |
| Foreign language | 537 | 49.9 | 11.0 | 12.1 | 71 | 74.6 | 18.3 | 23.9 |
| Fine arts | 411 | 56.0 | 12.7 | 6.8 | 99 | 55.6 | 10.1 | 12.1 |
| Physical education | 707 | 48.5 | 4.8 | 2.1 | 117 | 62.4 | 18.8 | 5.1 |
| Other | 94 | 31.9 | 8.5 | 3.2 | 17 | 64.7 | 17.6 | 17.6 |
| Total vocational | 2303 | 37.0 | 10.1 | 4.4 | 1462 | 39.3 | 9.3 | 7.0 |
| Engineering technology | 256 | 28.9 | 12.1 | 2.7 | 399 | 32.3 | 5.5 | 6.3 |
| Automotive | 188 | 16.5 | 4.8 | 2.7 | 164 | 18.3 | 6.7 | 1.2 |
| Trades | 296 | 27.0 | 8.1 | 0.3 | 87 | 20.7 | 2.3 | - |
| Graphics | 98 | 41.8 | 10.2 | 5.1 | 58 | 46.6 | 3.4 | 3.4 |
| Service trades, police | 57 | 29.8 | - | - | 65 | 44.6 | 12.3 | 4.6 |
| Agriculture | 49 | 36.7 | 22.5 | 4.1 | 24 | 37.5 | 4.2 | 16.7 |
| Home economics | 350 | 45.1 | 10.0 | 5.7 | 38 | 52.6 | 7.9 | 13.2 |
| Business education | 885 | 42.9 | 12.2 | 6.7 | 392 | 44.9 | 17.8 | 10.7 |
| Distributive education | 81 | 42.0 | 4.9 | 4.9 | 62 | 41.9 | 8.1 | 4.8 |
| Health | 43 | 44.2 | - | - | 173 | 64.2 | 6.9 | 9.2 |

[a] Percentages do not add to one hundred as a teacher may belong to more than one professional or honorary society or none at all.

## TABLE A-19

## DECADE IN WHICH FIRST BEGAN TEACHING BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | 1920-29[a] | 1930-39 | 1940-49 | 1950-59 | 1960-67 | Number | 1920-29[c] | 1930-39 | 1940-49 | 1950-59 | 1960-67 |
| TOTAL | 8648[b] | 4.9 | 10.1 | 11.9 | 27.9 | 44.2 | 3001[d] | 3.4 | 7.7 | 13.5 | 26.7 | 45.7 |
| Total academic | 6345 | 5.3 | 9.7 | 10.8 | 28.1 | 45.3 | 1539 | 3.4 | 9.6 | 13.8 | 32.4 | 40.0 |
| Science | 916 | 3.2 | 8.6 | 11.9 | 29.8 | 46.1 | 327 | 2.8 | 8.9 | 12.5 | 32.1 | 43.7 |
| Mathematics | 901 | 7.3 | 8.7 | 11.2 | 25.5 | 46.5 | 236 | 4.7 | 8.5 | 12.3 | 33.1 | 40.7 |
| Social studies | 1153 | 5.1 | 8.7 | 8.9 | 30.9 | 45.4 | 322 | 2.8 | 7.8 | 13.4 | 28.6 | 46.6 |
| English | 1626 | 6.5 | 12.5 | 10.0 | 21.6 | 48.0 | 350 | 4.3 | 12.6 | 13.1 | 31.7 | 37.7 |
| Foreign language | 537 | 8.8 | 11.0 | 9.5 | 23.5 | 46.2 | 71 | 1.4 | 14.3 | 19.7 | 26.8 | 38.0 |
| Fine arts | 411 | 4.4 | 9.7 | 16.1 | 33.6 | 36.3 | 99 | 6.1 | 10.1 | 14.1 | 41.4 | 26.3 |
| Physical education | 707 | 1.0 | 6.1 | 11.9 | 39.6 | 41.2 | 117 | - | 6.8 | 18.8 | 41.0 | 30.8 |
| Other | 94 | 2.1 | 12.8 | 11.7 | 31.9 | 41.5 | 17 | 5.9 | 17.6 | 17.6 | 23.5 | 29.4 |
| Total vocational | 2303 | 3.9 | 11.3 | 14.8 | 27.5 | 41.4 | 1462 | 2.0 | 5.7 | 13.3 | 26.1 | 51.8 |
| Engineering technology | 256 | 4.7 | 10.9 | 11.3 | 31.6 | 40.2 | 399 | 2.5 | 3.3 | 13.5 | 25.8 | 53.6 |
| Automotive | 188 | 1.6 | 8.5 | 14.9 | 29.8 | 43.6 | 164 | 0.6 | 4.9 | 13.4 | 25.6 | 53.7 |
| Trades | 296 | 4.7 | 9.5 | 16.2 | 31.8 | 37.2 | 87 | 1.1 | 3.4 | 19.5 | 17.2 | 57.5 |
| Graphics | 98 | 1.0 | 10.2 | 17.3 | 35.7 | 35.7 | 58 | - | 5.2 | 15.5 | 32.8 | 44.8 |
| Service trades, police | 57 | - | 3.5 | 8.8 | 29.8 | 56.1 | 65 | - | 4.6 | 13.8 | 35.4 | 46.2 |
| Agriculture | 49 | 4.1 | 20.4 | 22.4 | 22.4 | 30.6 | 24 | 8.3 | 25.0 | 8.3 | 4.2 | 54.2 |
| Home economics | 350 | 5.7 | 13.1 | 24.3 | 22.0 | 34.6 | 38 | 5.3 | 10.5 | 36.8 | 31.6 | 15.8 |
| Business education | 885 | 4.0 | 12.9 | 12.4 | 25.5 | 43.6 | 392 | 2.6 | 8.9 | 12.2 | 24.0 | 51.5 |
| Distributive education | 81 | 1.2 | 6.2 | 6.2 | 28.4 | 56.8 | 62 | 1.6 | 6.5 | 4.8 | 25.8 | 59.7 |
| Health | 43 | 4.7 | 2.3 | 7.0 | 30.2 | 55.8 | 173 | 1.2 | 2.9 | 9.2 | 32.9 | 51.5 |

[a] Twenty five teachers began teaching before 1920.

[b] Fifty two nonrespondents (0.6%).

[c] Four teachers began teaching before 1920.

[d] Twenty six nonrespondents (0.9%).

## TABLE A-20

### LOCUS OF PRINCIPAL OCCUPATION IMMEDIATELY PRIOR TO PRESENT JOB BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | POSTSECONDARY TEACHERS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Undergraduate Student | Graduate Student | Another School | Outside Education | Number | Undergraduate Student | Graduate Student | Another School | Outside Education |
| TOTAL | 8648[a] | 29.3 | 12.0 | 24.1 | 32.2 | 3001[b] | 5.5 | 15.7 | 30.9 | 46.1 |
| Total academic | 6345 | 31.6 | 13.8 | 25.6 | 26.6 | 1539 | 5.3 | 24.0 | 41.8 | 27.2 |
| Science | 916 | 30.3 | 15.4 | 22.7 | 28.7 | 327 | 4.6 | 23.2 | 37.6 | 34.4 |
| Mathematics | 901 | 33.5 | 12.1 | 25.0 | 27.4 | 236 | 7.2 | 19.5 | 41.1 | 29.6 |
| Social studies | 1153 | 31.2 | 16.9 | 23.9 | 25.9 | 322 | 3.1 | 30.1 | 32.9 | 31.8 |
| English | 1626 | 30.4 | 12.6 | 26.8 | 27.6 | 350 | 3.7 | 24.3 | 48.0 | 22.5 |
| Foreign language | 537 | 29.6 | 13.0 | 26.6 | 27.5 | 71 | 4.2 | 33.8 | 46.5 | 15.4 |
| Fine arts | 411 | 28.2 | 13.4 | 31.9 | 23.8 | 99 | 4.0 | 16.2 | 61.6 | 16.1 |
| Physical education | 707 | 38.6 | 12.0 | 26.4 | 20.9 | 117 | 12.8 | 20.5 | 44.4 | 21.4 |
| Other | 94 | 25.5 | 14.9 | 23.4 | 35.2 | 17 | 23.5 | 5.9 | 23.5 | 35.3 |
| Total vocational | 2303 | 23.0 | 7.1 | 20.0 | 47.3 | 1462 | 5.8 | 7.0 | 19.3 | 66.2 |
| Engineering technology | 256 | 16.8 | 9.0 | 19.1 | 53.1 | 399 | 7.8 | 4.8 | 14.5 | 70.8 |
| Automotive | 188 | 8.5 | 3.2 | 11.2 | 76.1 | 164 | 3.0 | 1.2 | 11.6 | 81.7 |
| Trades | 296 | 22.6 | 5.4 | 18.6 | 51.0 | 87 | - | - | 5.7 | 93.0 |
| Graphics | 98 | 14.3 | 10.2 | 13.3 | 59.1 | 58 | 6.9 | 5.2 | 17.2 | 68.8 |
| Service trades, police | 57 | - | 1.8 | 7.0 | 87.8 | 65 | 1.5 | 6.2 | 10.8 | 78.5 |
| Agriculture | 49 | 34.7 | 12.2 | 28.6 | 24.5 | 24 | 4.2 | 4.2 | 41.7 | 50.0 |
| Home economics | 350 | 24.0 | 7.4 | 23.4 | 41.8 | 38 | 7.9 | 5.3 | 21.1 | 65.8 |
| Business education | 885 | 30.4 | 7.3 | 22.4 | 36.9 | 392 | 6.9 | 12.8 | 31.4 | 46.9 |
| Distributive education | 81 | 21.0 | 9.9 | 21.0 | 45.1 | 62 | 8.1 | 11.3 | 21.0 | 59.6 |
| Health | 43 | 4.7 | 4.7 | 16.3 | 74.5 | 173 | 4.6 | 8.1 | 16.8 | 70.0 |

[a] Two hundred thirteen nonrespondents (2.5%).

[b] Fifty one nonrespondents (1.7%).

## TABLE A-21

## TYPE OF SCHOOL IN WHICH STAFF MEMBER WAS EMPLOYED IMMEDIATELY PRIOR TO PRESENT JOB BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Elementary | Junior High School | High School | Junior College | Four-Year College | Number | Elementary | Junior High School | High School | Junior College | Four-Year College |
| TOTAL | 1885[a] | 6.6 | 19.8 | 66.7 | 1.3 | 5.5 | 881[a] | 2.0 | 7.0 | 60.5 | 7.9 | 22.5 |
| Total academic | 1476 | 7.0 | 21.5 | 64.5 | 1.3 | 5.6 | 618 | 2.4 | 8.3 | 57.0 | 7.8 | 24.6 |
| Science | 193 | 5.7 | 19.2 | 65.8 | 2.6 | 6.7 | 120 | 0.8 | 7.5 | 52.5 | 12.5 | 26.7 |
| Mathematics | 201 | 5.5 | 24.4 | 66.1 | 0.5 | 3.5 | 93 | - | 6.5 | 74.2 | 1.1 | 18.3 |
| Social studies | 251 | 6.4 | 25.1 | 63.4 | 1.6 | 3.6 | 101 | 1.0 | 12.9 | 44.5 | 11.9 | 29.7 |
| English | 393 | 9.4 | 22.7 | 61.5 | 1.0 | 5.3 | 160 | 5.0 | 2.5 | 60.0 | 8.8 | 23.8 |
| Foreign language | 131 | 2.3 | 12.2 | 78.7 | 1.5 | 5.3 | 31 | 3.2 | 8.7 | 54.9 | 3.2 | 29.0 |
| Fine arts | 118 | 11.9 | 17.8 | 61.0 | 0.8 | 8.5 | 58 | 3.4 | 10.4 | 53.5 | 5.2 | 27.6 |
| Physical education | 172 | 5.2 | 20.9 | 64.0 | 1.2 | 8.7 | 51 | - | 19.6 | 60.8 | 3.9 | 15.7 |
| Other | 17 | 17.7 | 41.2 | 35.3 | - | 5.9 | 4 | 50.0 | - | - | - | 50.0 |
| Total vocational | 409 | 4.9 | 13.7 | 74.9 | 1.5 | 5.1 | 263 | 1.1 | 4.2 | 68.9 | 8.4 | 17.5 |
| Engineering technology | 41 | 4.9 | 19.5 | 70.8 | - | 4.9 | 57 | 1.8 | 10.5 | 73.8 | - | 14.1 |
| Automotive | 18 | - | 16.7 | 66.7 | - | 16.7 | 18 | - | 5.6 | 77.8 | 11.1 | 5.6 |
| Trades | 52 | 5.8 | 27.0 | 63.5 | - | 3.8 | 4 | - | - | 100.0 | - | - |
| Graphics | 12 | 16.7 | - | 75.0 | - | 8.3 | 9 | - | 11.1 | 66.7 | - | 22.2 |
| Service trades, police | 2 | - | - | 50.0 | 50.0 | - | 6 | - | - | 16.7 | 16.7 | 66.7 |
| Agriculture | 13 | - | 7.7 | 84.6 | - | 7.7 | 10 | - | - | 90.0 | 10.0 | - |
| Home economics | 73 | 6.9 | 20.6 | 67.2 | | 5.5 | 8 | 12.5 | - | 62.5 | - | 25.0 |
| Business education | 178 | 4.5 | 5.6 | 83.2 | 2.2 | 4.5 | 111 | - | 2.7 | 71.1 | 11.7 | 14.4 |
| Distributive education | 15 | - | 26.6 | 73.4 | - | - | 13 | - | - | 53.9 | 7.7 | 38.5 |
| Health | 5 | - | 20.0 | 60.0 | 20.0 | - | 27 | 3.7 | - | 51.8 | 14.8 | 29.6 |

[a] Base number includes only those teachers who came to their present job directly from teaching in another school.

## TABLE A-22

## PRIOR OCCUPATION OF THOSE RECRUITED FROM OUTSIDE EDUCATION BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Housewife | Military | Private Business | Government Agency | Other[a] | Number | Housewife | Military | Private Business | Government Agency | Other[a] |
| TOTAL | 2776[b] | 27.3 | 11.9 | 43.7 | 8.5 | 8.7 | 1387[b] | 8.9 | 8.3 | 62.9 | 9.6 | 10.2 |
| Total academic | 1683 | 32.3 | 15.7 | 33.2 | 9.0 | 9.7 | 430 | 15.1 | 11.6 | 48.8 | 13.5 | 8.6 |
| Science | 263 | 15.2 | 23.6 | 38.8 | 13.3 | 9.1 | 109 | 11.0 | 3.7 | 60.6 | 13.8 | 11.0 |
| Mathematics | 247 | 22.7 | 18.6 | 44.1 | 6.1 | 8.5 | 72 | 9.7 | 12.5 | 62.5 | 9.7 | 5.6 |
| Social studies | 298 | 25.5 | 20.8 | 33.2 | 12.8 | 7.7 | 102 | 12.7 | 14.7 | 40.2 | 23.5 | 8.8 |
| English | 448 | 51.3 | 4.9 | 27.7 | 6.0 | 10.0 | 79 | 29.1 | 15.2 | 40.5 | 10.1 | 5.1 |
| Foreign language | 148 | 45.3 | 11.5 | 26.4 | 8.8 | 8.1 | 11 | 18.2 | 9.1 | 54.5 | 9.1 | 9.1 |
| Fine arts | 98 | 26.5 | 14.3 | 40.8 | 7.1 | 11.7 | 16 | 18.8 | 18.8 | 37.5 | 6.3 | 18.8 |
| Physical education | 148 | 24.3 | 25.0 | 23.6 | 10.8 | 16.2 | 25 | 20.0 | 24.0 | 32.0 | 8.0 | 16.0 |
| Other | 33 | 39.4 | 12.1 | 33.3 | 3.0 | 12.1 | 6 | - | - | 100.0 | - | - |
| Total vocational | 1093 | 19.5 | 5.9 | 59.8 | 7.7 | 7.0 | 967 | 6.0 | 6.7 | 68.6 | 7.8 | 10.9 |
| Engineering technology | 136 | 0.7 | 7.4 | 80.1 | 6.6 | 5.1 | 282 | - | 8.9 | 79.8 | 6.7 | 4.6 |
| Automotive | 143 | - | 6.3 | 86.7 | 2.1 | 5.6 | 134 | - | 7.4 | 80.6 | 3.0 | 9.0 |
| Trades | 151 | - | 16.6 | 72.2 | 7.9 | 3.3 | 81 | - | 3.7 | 76.5 | 9.9 | 9.9 |
| Graphics | 58 | 1.7 | 1.7 | 81.0 | 3.4 | 12.1 | 40 | - | 5.0 | 75.0 | 5.0 | 15.0 |
| Service trades, police | 50 | 10.0 | 6.0 | 82.0 | - | 2.0 | 51 | 5.9 | 2.0 | 58.8 | 29.4 | 3.9 |
| Agriculture | 12 | - | 33.3 | 33.3 | 25.0 | 8.3 | 12 | - | 8.3 | 66.7 | - | 25.0 |
| Home economics | 146 | 70.5 | - | 17.8 | 6.2 | 5.5 | 25 | 48.0 | - | 24.0 | - | 28.0 |
| Business education | 326 | 30.7 | 3.7 | 46.6 | 13.2 | 5.8 | 184 | 10.3 | 8.7 | 67.4 | 8.7 | 4.9 |
| Distributive education | 39 | 5.1 | 2.6 | 76.9 | 7.7 | 7.7 | 37 | 2.7 | 2.7 | 89.2 | 5.4 | - |
| Health | 32 | 3.1 | - | 40.6 | - | 56.2 | 121 | 19.0 | 5.0 | 30.6 | 7.4 | 38.0 |

[a] The largest proportion of "other" responses are for hospitals and nonprofit community agencies.

[b] Base number includes only those teachers who did not come directly from another educational institution.

## TABLE A-23

## TYPE OF SCHOOL EXPECT TO WORK IN IN FIVE YEARS FOR THOSE WHO EXPECT TO BE IN EDUCATION BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number[a] | High School | Vocational Center | Junior College | Four Year College | Unknown | Number[a] | High School | Vocational Center | Junior College | Four Year College | Unknown |
| TOTAL | 6401 | 75.3 | 8.6 | 7.5 | 6.0 | 2.4 | 2291 | 2.7 | 19.8 | 57.3 | 18.4 | 1.7 |
| Total academic | 4680 | 79.9 | 2.1 | 8.0 | 7.2 | 2.8 | 1254 | 2.1 | 5.3 | 65.2 | 26.3 | 1.1 |
| Science | 684 | 77.8 | 2.8 | 9.0 | 7.5 | 2.7 | 257 | 2.7 | 7.8 | 68.5 | 20.3 | 0.8 |
| Mathematics | 646 | 80.3 | 3.6 | 6.7 | 5.4 | 2.3 | 175 | 2.3 | 9.1 | 70.3 | 17.1 | 1.2 |
| Social studies | 875 | 80.7 | 2.0 | 8.6 | 7.0 | 1.5 | 265 | 1.9 | 4.6 | 57.0 | 35.8 | 0.8 |
| English | 1116 | 81.3 | 2.1 | 7.5 | 6.1 | 2.7 | 295 | 2.4 | 3.4 | 67.1 | 25.7 | 1.4 |
| Foreign language | 387 | 83.5 | - | 6.3 | 8.8 | 2.6 | 66 | 1.5 | 1.5 | 62.1 | 33.4 | 1.5 |
| Fine arts | 313 | 73.8 | 1.9 | 7.7 | 10.5 | 5.1 | 78 | - | 1.3 | 60.3 | 37.2 | 1.3 |
| Physical education | 580 | 79.8 | 1.4 | 6.2 | 7.9 | 3.6 | 106 | 1.9 | 4.7 | 74.5 | 18.9 | - |
| Other | 79 | 75.9 | 3.8 | 1.3 | 6.3 | 8.9 | 12 | - | 8.3 | 25.0 | 50.0 | 16.7 |
| Total vocational | 1721 | 62.9 | 26.4 | 6.3 | 2.9 | 1.6 | 1037 | 3.5 | 37.2 | 48.3 | 8.7 | 2.4 |
| Engineering technology | 192 | 35.4 | 47.9 | 10.9 | 3.6 | 2.0 | 245 | 1.6 | 38.0 | 45.3 | 12.2 | 2.8 |
| Automotive | 157 | 32.5 | 60.5 | 2.6 | 1.9 | 2.5 | 126 | 4.8 | 67.5 | 24.6 | 1.6 | 1.6 |
| Trades | 234 | 52.6 | 38.9 | 4.3 | 2.6 | 1.8 | 64 | 1.6 | 73.4 | 23.5 | 1.6 | - |
| Graphics | 83 | 44.6 | 40.9 | 4.8 | 8.4 | 1.2 | 52 | 3.8 | 30.8 | 50.0 | 13.4 | 1.9 |
| Service trades, police | 47 | 25.5 | 66.0 | 2.1 | 2.1 | 4.2 | 44 | - | 43.2 | 43.2 | 13.6 | - |
| Agriculture | 37 | 70.3 | 24.3 | - | 5.4 | - | 18 | - | 5.6 | 77.8 | 11.2 | 5.6 |
| Home economics | 247 | 85.8 | 8.1 | 2.4 | 2.4 | 1.2 | 32 | 6.3 | 25.0 | 53.1 | 9.4 | 6.2 |
| Business education | 630 | 79.7 | 7.4 | 9.2 | 2.6 | 1.1 | 290 | 6.6 | 22.1 | 59.0 | 9.7 | 2.8 |
| Distributive education | 65 | 72.3 | 18.4 | 4.6 | 1.5 | 3.0 | 39 | 2.6 | 23.1 | 64.2 | 7.7 | 2.6 |
| Health | 29 | 13.8 | 82.8 | 3.4 | - | - | 127 | 0.8 | 34.6 | 56.7 | 6.3 | 1.6 |

[a] Base number is reduced by number of teachers who do not expect to be in education in five years.

TABLE A-24

NUMBER OF INSTRUCTIONAL HOURS PER WEEK BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Base Number | Hours Per Week | | | | | Base Number | Hours Per Week | | | | |
| | | 1-9 | 10-19 | 20-29 | 30-39 | 40-49 | | 1-9 | 10-19 | 20-29 | 30-39 | 40-49 |
| TOTAL | 8648[a] | 1.2 | 7.6 | 61.3 | 27.4 | 0.9 | 3001[b] | 21.9 | 46.7 | 18.2 | 10.6 | 1.7 |
| Total academic | 6345 | 1.2 | 7.3 | 65.7 | 23.6 | 0.6 | 1539 | 20.9 | 62.9 | 13.2 | 2.1 | 0.3 |
| Science | 916 | 1.4 | 6.7 | 68.9 | 21.4 | 0.5 | 327 | 17.4 | 59.6 | 20.2 | 2.1 | 0.3 |
| Mathematics | 901 | 0.4 | 7.4 | 71.1 | 19.9 | 0.3 | 236 | 23.3 | 61.0 | 12.7 | 2.5 | - |
| Social studies | 1153 | 1.0 | 7.4 | 68.5 | 20.9 | 0.7 | 322 | 26.7 | 64.3 | 7.1 | 1.9 | - |
| English | 1626 | 1.4 | 6.4 | 67.3 | 21.8 | 0.9 | 350 | 20.9 | 69.4 | 6.3 | 2.6 | 0.3 |
| Foreign language | 537 | 0.9 | 6.9 | 67.0 | 23.5 | 0.2 | 71 | 15.5 | 74.6 | 8.5 | - | - |
| Fine arts | 411 | 2.2 | 8.3 | 54.3 | 33.1 | 0.7 | 99 | 13.1 | 59.6 | 24.2 | 2.0 | - |
| Physical education | 707 | 1.4 | 8.9 | 54.7 | 32.5 | 0.4 | 117 | 16.2 | 53.8 | 24.8 | 1.7 | 0.9 |
| Other | 94 | 1.1 | 11.7 | 46.8 | 39.4 | 1.1 | 17 | 47.1 | 29.4 | 11.8 | 5.9 | - |
| Total vocational | 2303 | 1.4 | 8.7 | 48.9 | 37.6 | 1.9 | 1462 | 22.8 | 29.7 | 23.5 | 19.4 | 3.4 |
| Engineering technology | 256 | 1.6 | 3.1 | 39.1 | 52.3 | 3.1 | 399 | 26.3 | 30.6 | 25.8 | 16.0 | 0.5 |
| Automotive | 188 | 1.6 | 7.4 | 16.5 | 68.1 | 4.8 | 164 | 11.6 | 9.1 | 29.9 | 39.6 | 9.1 |
| Trades | 296 | 0.3 | 6.1 | 36.1 | 54.7 | 2.0 | 87 | 20.7 | 6.9 | 28.7 | 39.1 | 4.6 |
| Graphics | 98 | 1.0 | 6.1 | 38.8 | 46.9 | 7.1 | 58 | 8.6 | 27.6 | 39.7 | 20.7 | - |
| Service trades, police | 57 | 1.8 | - | 31.6 | 56.1 | 7.0 | 65 | 18.5 | 26.2 | 15.4 | 29.2 | 10.6 |
| Agriculture | 49 | 4.1 | 2.0 | 53.1 | 38.8 | - | 24 | 4.2 | 54.2 | 29.2 | 4.2 | - |
| Home economics | 350 | 0.9 | 6.6 | 59.7 | 30.6 | 0.6 | 38 | 28.9 | 36.8 | 18.4 | 2.6 | 10.5 |
| Business education | 885 | 1.8 | 9.5 | 63.5 | 23.1 | 0.8 | 392 | 28.1 | 39.5 | 18.9 | 12.5 | 0.3 |
| Distributive education | 81 | - | 46.9 | 34.6 | 16.0 | - | 62 | 51.6 | 41.9 | 3.2 | 3.2 | - |
| Health | 43 | 4.7 | 18.6 | 18.6 | 48.8 | 2.3 | 173 | 12.1 | 28.9 | 24.9 | 21.4 | 9.2 |

[a] One hundred thirty two nonrespondents (1.5%).

[b] Twenty eight nonrespondents (0.9%).

## TABLE A-25

## AVERAGE CLASS SIZE FOR MAJOR SUBJECT BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Number of Students | | | | | Number | Number of Students | | | | |
| | | 1-9 | 10-19 | 20-29 | 30-39 | 40 + | | 1-9 | 10-19 | 20-29 | 30-39 | 40 + |
| TOTAL | 8648[a] | 0.9 | 12.6 | 45.7 | 31.1 | 5.6 | 3001[b] | 3.4 | 26.6 | 39.6 | 17.4 | 6.7 |
| Total academic | 6345 | 0.8 | 7.2 | 45.4 | 35.3 | 6.0 | 1539 | 2.6 | 17.9 | 41.6 | 23.1 | 10.6 |
| Science | 916 | 0.3 | 8.6 | 56.7 | 30.3 | 0.6 | 327 | 5.2 | 22.3 | 31.5 | 19.3 | 17.4 |
| Mathematics | 901 | 0.2 | 6.1 | 54.3 | 36.1 | 0.5 | 236 | 2.5 | 25.8 | 50.9 | 16.5 | 0.8 |
| Social studies | 1153 | - | 1.7 | 43.5 | 49.9 | 1.9 | 322 | 1.2 | 5.3 | 29.5 | 45.0 | 15.8 |
| English | 1626 | 0.8 | 5.2 | 50.4 | 37.5 | 0.9 | 350 | 0.6 | 13.4 | 66.0 | 12.0 | 2.6 |
| Foreign language | 537 | 0.4 | 17.9 | 62.2 | 15.5 | 0.2 | 71 | 4.2 | 52.1 | 35.2 | 4.2 | - |
| Fine arts | 411 | 1.2 | 9.2 | 27.5 | 23.6 | 32.5 | 99 | 6.1 | 26.3 | 30.3 | 14.1 | 17.1 |
| Physical education | 707 | 1.8 | 3.8 | 13.9 | 38.6 | 37.2 | 117 | 0.9 | 6.0 | 29.1 | 37.6 | 21.4 |
| Other | 94 | 14.9 | 63.8 | 6.4 | 2.1 | - | 17 | 5.9 | 47.1 | 11.8 | 11.8 | 5.9 |
| Total vocational | 2303 | 1.3 | 27.4 | 46.6 | 19.6 | 1.8 | 1462 | 4.2 | 35.6 | 37.6 | 11.5 | 4.0 |
| Engineering technology | 256 | 2.7 | 32.8 | 51.2 | 10.2 | 0.4 | 399 | 7.8 | 43.4 | 34.3 | 5.8 | 1.7 |
| Automotive | 188 | 1.6 | 46.3 | 45.7 | 1.6 | 0.5 | 164 | 4.3 | 42.7 | 40.2 | 3.0 | 1.2 |
| Trades | 296 | - | 40.5 | 50.0 | 4.4 | 0.3 | 87 | 3.4 | 43.7 | 39.1 | 4.6 | - |
| Graphics | 98 | 5.1 | 37.8 | 40.8 | 12.2 | 1.0 | 58 | 3.4 | 39.7 | 46.6 | 5.2 | 3.4 |
| Service trades, police | 57 | 1.8 | 22.8 | 59.6 | 12.3 | - | 65 | 3.1 | 26.2 | 44.6 | 13.8 | 4.6 |
| Agriculture | 49 | - | 67.3 | 26.5 | 4.1 | - | 24 | 4.2 | 54.2 | 16.7 | 8.3 | 4.2 |
| Home economics | 350 | 2.0 | 32.9 | 52.9 | 8.6 | - | 38 | 5.3 | 28.9 | 31.6 | 15.8 | 10.6 |
| Business education | 885 | 0.5 | 12.1 | 44.1 | 37.5 | 3.1 | 392 | 2.0 | 27.3 | 43.4 | 18.6 | 3.2 |
| Distributive education | 81 | - | 37.0 | 42.0 | 21.0 | - | 62 | 1.6 | 24.2 | 45.2 | 19.4 | 4.8 |
| Health | 43 | 4.7 | 9.3 | 30.2 | 20.9 | 14.0 | 173 | 2.3 | 31.2 | 24.3 | 17.9 | 15.0 |

[a] Three hundred forty nine nonrespondents (4.0%).

[b] One hundred seventy nonrespondents (5.7%).

## TABLE A-26

### SELECTED NONTEACHING DUTIES BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS[a] | | | | | | POSTSECONDARY TEACHERS[a] | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Student Activity Sponsor | Faculty Committee | Student Supervision | Academic Counselor | Vocational Counselor | Number | Student Activity Sponsor | Faculty Committee | Student Supervision | Academic Counselor | Vocational Counselor |
| TOTAL | 8648 | 43.7 | 22.6 | 54.0 | 1.5 | 2.0 | 3001 | 21.0 | 43.1 | 4.7 | 21.7 | 8.1 |
| Total academic | 6345 | 46.1 | 23.1 | 56.7 | 1.7 | 1.0 | 1539 | 24.9 | 50.1 | 3.6 | 27.3 | 4.2 |
| Science | 916 | 41.6 | 23.7 | 57.5 | 1.1 | 0.4 | 327 | 18.7 | 48.9 | 3.1 | 33.0 | 5.2 |
| Mathematics | 901 | 40.3 | 22.5 | 58.9 | 1.4 | 0.7 | 236 | 12.7 | 43.2 | 4.2 | 22.0 | 4.2 |
| Social studies | 1153 | 40.2 | 23.0 | 57.4 | 2.4 | 1.0 | 322 | 26.4 | 50.9 | 3.4 | 30.1 | 7.5 |
| English | 1626 | 50.3 | 25.0 | 59.9 | 1.6 | 0.6 | 350 | 30.0 | 54.0 | 3.4 | 23.1 | 2.0 |
| Foreign language | 537 | 66.5 | 22.2 | 60.9 | 2.0 | 0.7 | 71 | 32.4 | 46.5 | 5.6 | 33.8 | - |
| Fine arts | 411 | 57.7 | 24.8 | 44.3 | 1.0 | 1.2 | 99 | 36.4 | 60.0 | 5.1 | 33.3 | 4.0 |
| Physical education | 707 | 40.3 | 18.8 | 50.6 | 0.8 | 0.6 | 117 | 34.2 | 49.6 | 3.4 | 20.5 | 2.6 |
| Other | 94 | 18.1 | 18.1 | 36.2 | 12.8 | 20.2 | 17 | 11.8 | 23.5 | - | 5.7 | - |
| Total vocational | 2303 | 37.0 | 21.5 | 46.6 | 0.8 | 4.9 | 1462 | 16.8 | 35.8 | 5.9 | 15.8 | 12.2 |
| Engineering technology | 256 | 24.6 | 18.0 | 34.8 | - | 2.3 | 399 | 14.8 | 31.6 | 4.3 | 15.3 | 11.0 |
| Automotive | 188 | 21.8 | 21.3 | 35.6 | - | 10.1 | 164 | 8.5 | 23.8 | 6.7 | 6.1 | 9.8 |
| Trades | 296 | 26.4 | 14.9 | 39.2 | 0.3 | 4.7 | 87 | 5.7 | 23.0 | 3.4 | 4.6 | 6.9 |
| Graphics | 98 | 27.6 | 21.4 | 29.6 | - | 3.1 | 58 | 24.1 | 41.4 | 5.2 | 17.2 | 15.5 |
| Service trades, police | 57 | 19.3 | 17.5 | 28.1 | - | 14.0 | 65 | 18.5 | 35.4 | 4.6 | 15.4 | 15.4 |
| Agriculture | 49 | 57.1 | 24.5 | 51.0 | - | 22.4 | 24 | 37.5 | 33.3 | 16.7 | 8.3 | 20.8 |
| Home economics | 350 | 55.7 | 28.6 | 59.1 | 0.6 | 3.7 | 38 | 18.4 | 28.9 | 7.9 | 13.2 | 7.9 |
| Business education | 885 | 41.7 | 22.4 | 54.2 | 1.2 | 2.6 | 392 | 21.7 | 41.1 | 5.1 | 17.9 | 9.9 |
| Distributive education | 81 | 42.0 | 13.6 | 38.3 | 1.2 | 12.3 | 62 | 16.1 | 24.2 | 4.8 | 19.4 | 17.7 |
| Health | 43 | 16.3 | 27.9 | 32.6 | 9.3 | 11.6 | 173 | 17.9 | 55.5 | 11.0 | 27.2 | 20.2 |

[a] Percentages may add to more or less than 100 as a teacher can have more than one nonteaching duty or none at all.

TABLE A-27

WHEN AND WHY TEACHING WAS CONSIDERED AS A PROFESSION BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Later Decision Influenced By | | | | | | Later Decision Influenced By | | | |
| | Number | Decided in High School | Another's Inspi-ration | Related Experi-ence | Need for Second Career | By Chance | Number | Decided in High School | Another's Inspi-ration | Related Experi-ence | Need for Second Career | By Chance |
| TOTAL | 8648[a] | 30.6 | 17.9 | 19.8 | 8.7 | 13.1 | 3001[b] | 14.9 | 14.9 | 22.5 | 11.4 | 20.7 |
| Total academic | 6345 | 32.3 | 16.7 | 20.3 | 8.2 | 12.2 | 1539 | 19.6 | 14.2 | 24.1 | 10.5 | 17.4 |
| Science | 916 | 19.8 | 15.0 | 23.2 | 9.3 | 17.4 | 327 | 10.4 | 10.4 | 25.7 | 12.2 | 24.2 |
| Mathematics | 901 | 33.1 | 15.9 | 16.1 | 9.1 | 14.8 | 236 | 19.1 | 14.8 | 23.0 | 8.9 | 18.2 |
| Social studies | 1153 | 31.0 | 14.3 | 25.5 | 10.2 | 10.5 | 322 | 15.5 | 14.6 | 28.0 | 14.0 | 15.2 |
| English | 1626 | 34.3 | 16.9 | 17.6 | 8.9 | 11.9 | 350 | 23.7 | 13.1 | 21.1 | 12.0 | 18.3 |
| Foreign language | 537 | 38.5 | 16.2 | 17.0 | 5.6 | 13.0 | 71 | 35.2 | 12.7 | 19.8 | 5.6 | 14.1 |
| Fine arts | 411 | 34.5 | 22.1 | 17.8 | 4.9 | 9.7 | 99 | 23.2 | 20.2 | 17.3 | 6.1 | 15.2 |
| Physical education | 707 | 39.2 | 21.1 | 22.6 | 4.9 | 6.2 | 117 | 33.3 | 20.5 | 24.6 | 2.6 | 4.3 |
| Other | 94 | 29.8 | 12.8 | 25.5 | 7.5 | 16.0 | 17 | 17.6 | 11.8 | 23.5 | 5.9 | 17.6 |
| Total vocational | 2303 | 25.9 | 21.1 | 18.6 | 8.6 | 15.3 | 1462 | 10.1 | 15.7 | 20.7 | 12.4 | 24.1 |
| Engineering technology | 256 | 15.6 | 20.3 | 22.3 | 10.2 | 20.7 | 399 | 4.0 | 16.3 | 23.6 | 14.8 | 23.3 |
| Automotive | 188 | 8.0 | 28.2 | 23.3 | 11.2 | 19.1 | 164 | 6.1 | 21.3 | 20.2 | 10.4 | 26.2 |
| Trades | 296 | 14.9 | 25.7 | 23.3 | 8.1 | 18.6 | 87 | 6.9 | 17.2 | 23.0 | 4.5 | 27.6 |
| Graphics | 98 | 17.3 | 20.4 | 19.4 | 9.1 | 24.5 | 58 | 3.4 | 13.8 | 27.6 | 12.0 | 25.9 |
| Service trades, police | 57 | 14.0 | 24.6 | 17.6 | 7.1 | 22.8 | 65 | 7.7 | 20.0 | 18.5 | 15.4 | 23.1 |
| Agriculture | 49 | 32.7 | 18.4 | 28.6 | 2.0 | 10.2 | 24 | 12.5 | 20.8 | 25.0 | 8.3 | 20.8 |
| Home economics | 350 | 40.0 | 22.0 | 14.7 | 8.6 | 9.1 | 38 | 31.6 | 7.9 | 42.1 | 7.8 | 26.3 |
| Business education | 885 | 34.0 | 18.8 | 14.3 | 10.0 | 13.6 | 392 | 19.6 | 13.8 | 17.5 | 14.2 | 20.9 |
| Distributive education | 81 | 13.6 | 19.8 | [illegible].3 | 18.5 | 6.2 | 62 | 8.1 | 3.2 | 29.0 | 11.3 | 16.1 |
| Health | 43 | 9.3 | 9.3 | 27.9 | 7.0 | 23.3 | 173 | 6.4 | 17.3 | 14.4 | 9.9 | 32.4 |

[a] Eighty six nonrespondents (1.0%).
Ninety six do not plan to make teaching a profession (1.1%).
Six hundred eighty seven gave a variety of other reasons (7.9%).

[b] Thirty nonrespondents (1.0%).
One hundred one do not plan to make teaching a profession (3.3%).
Three hundred thirty six gave a variety of other reasons (11.1%).

## TABLE A-28

## MAJOR ADVANTAGE OF TEACHING AS A PROFESSION BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Security | Respect | Stimulation | Flexibility | Other | Number | Security | Respect | Stimulation | Flexibility | Other |
| TOTAL | 8648[a] | 13.9 | 16.4 | 27.5 | 31.7 | 5.4 | 3001[b] | 8.6 | 12.9 | 41.1 | 25.7 | 7.5 |
| Total academic | 6345 | 12.5 | 15.9 | 29.5 | 31.3 | 5.6 | 1539 | 7.4 | 11.3 | 42.8 | 28.0 | 7.0 |
| Science | 916 | 11.4 | 14.1 | 28.4 | 35.5 | 5.6 | 327 | 7.3 | 9.5 | 41.9 | 31.2 | 5.5 |
| Mathematics | 901 | 13.0 | 15.7 | 26.7 | 32.5 | 6.1 | 236 | 7.6 | 8.5 | 39.4 | 32.2 | 5.9 |
| Social studies | 1153 | 12.7 | 16.1 | 32.1 | 30.1 | 4.2 | 322 | 5.0 | 9.3 | 46.5 | 28.6 | 9.0 |
| English | 1626 | 9.5 | 14.6 | 35.4 | 30.4 | 5.7 | 350 | 8.6 | 11.1 | 46.5 | 23.8 | 6.6 |
| Foreign language | 537 | 11.7 | 13.2 | 32.4 | 32.3 | 4.8 | 71 | 4.2 | 14.1 | 52.1 | 28.2 | - |
| Fine arts | 411 | 11.7 | 15.8 | 29.7 | 28.0 | 8.5 | 99 | 9.1 | 17.2 | 43.5 | 19.2 | 10.1 |
| Physical education | 707 | 20.5 | 23.6 | 15.7 | 28.9 | 5.5 | 117 | 11.1 | 21.4 | 24.8 | 31.7 | 8.5 |
| Other | 94 | 13.8 | 10.6 | 22.4 | 37.2 | 7.4 | 17 | 5.9 | 11.8 | 41.1 | 17.7 | 17.6 |
| Total vocational | 2303 | 17.8 | 17.9 | 22.1 | 32.5 | 4.8 | 1462 | 9.8 | 14.5 | 39.4 | 23.3 | 8.0 |
| Engineering technology | 256 | 14.1 | 14.8 | 22.6 | 30.8 | 10.5 | 399 | 6.5 | 13.5 | 39.6 | 25.1 | 10.0 |
| Automotive | 188 | 19.7 | 20.2 | 22.8 | 29.2 | 4.8 | 164 | 15.9 | 22.0 | 29.2 | 17.7 | 5.5 |
| Trades | 296 | 22.3 | 20.6 | 18.2 | 26.6 | 5.4 | 87 | 8.0 | 18.4 | 35.6 | 13.8 | 12.3 |
| Graphics | 98 | 23.5 | 21.4 | 25.5 | 26.5 | 1.0 | 58 | 6.9 | 15.5 | 39.7 | 31.0 | 1.7 |
| Service trades, police | 57 | 17.5 | 14.0 | 26.3 | 28.1 | 8.8 | 65 | 12.3 | 20.0 | 38.5 | 16.9 | 9.2 |
| Agriculture | 49 | 6.1 | 26.5 | 30.6 | 22.5 | 10.2 | 24 | 16.7 | 25.0 | 37.5 | 8.4 | 8.3 |
| Home economics | 350 | 15.7 | 12.6 | 22.0 | 44.6 | 1.4 | 38 | 10.5 | 10.5 | 39.4 | 24.2 | 2.6 |
| Business education | 885 | 18.1 | 18.2 | 21.1 | 33.6 | 4.1 | 392 | 11.2 | 15.1 | 39.0 | 25.0 | 6.4 |
| Distributive education | 81 | 18.5 | 25.9 | 14.8 | 28.3 | 4.9 | 62 | 11.3 | 8.1 | 35.5 | 27.4 | 11.3 |
| Health | 43 | 9.3 | 16.3 | 51.2 | 14.0 | 4.7 | 173 | 7.5 | 5.8 | 52.6 | 23.7 | 8.7 |

[a] Two hundred five checked "no particular advantage" (2.4%). Two hundred forty one nonrespondents (2.8%).

[b] Forty nine checked "no particular advantage" (1.6%). Eighty nonrespondents (2.7%).

## TABLE A-29

### MAJOR DISADVANTAGE OF TEACHING AS A PROFESSION BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Unrealistic Community Expectation | Lack of Preparation Time | Unmotivated Students | Poor Administration | None | Number | Unrealistic Community Expectation | Lack of Preparation Time | Unmotivated Students | Poor Administration | None |
| TOTAL | 8648[a] | 10.3 | 27.6 | 20.2 | 22.2 | 7.8 | 3001[b] | 6.3 | 27.4 | 14.7 | 19.6 | 19.3 |
| Total academic | 6345 | 10.2 | 28.6 | 18.8 | 22.8 | 7.0 | 1539 | 5.9 | 25.4 | 15.7 | 20.6 | 18.9 |
| Science | 916 | 9.8 | 29.4 | 18.0 | 25.2 | 5.8 | 327 | 6.7 | 25.7 | 17.7 | 17.4 | 18.7 |
| Mathematics | 901 | 9.6 | 23.1 | 26.8 | 22.5 | 6.1 | 236 | 7.2 | 17.8 | 18.2 | 17.8 | 23.3 |
| Social studies | 1153 | 11.1 | 29.0 | 17.8 | 24.9 | 4.9 | 322 | 6.2 | 25.5 | 13.7 | 23.3 | 20.8 |
| English | 1626 | 7.3 | 36.5 | 17.1 | 23.0 | 5.5 | 350 | 4.8 | 32.3 | 14.0 | 21.1 | 15.1 |
| Foreign language | 537 | 9.1 | 30.2 | 20.9 | 20.5 | 10.4 | 71 | 5.6 | 18.3 | 26.8 | 15.5 | 15.5 |
| Fine arts | 411 | 13.7 | 19.7 | 15.1 | 19.2 | 10.9 | 99 | 4.0 | 32.4 | 13.1 | 22.2 | 16.2 |
| Physical education | 707 | 15.5 | 20.8 | 16.4 | 20.5 | 10.2 | 117 | 6.0 | 20.5 | 10.3 | 27.3 | 20.5 |
| Other | 94 | 14.9 | 23.5 | 12.8 | 18.1 | 17.0 | 17 | - | 5.9 | 17.6 | 29.4 | 23.5 |
| Total vocational | 2303 | 10.5 | 24.4 | 24.0 | 20.7 | 10.1 | 1462 | 6.8 | 29.5 | 13.7 | 18.5 | 19.7 |
| Engineering technology | 256 | 9.7 | 22.3 | 25.0 | 20.3 | 11.7 | 399 | 6.3 | 29.9 | 15.5 | 15.6 | 20.5 |
| Automotive | 188 | 11.2 | 20.8 | 28.2 | 16.5 | 10.6 | 164 | 9.7 | 25.6 | 18.3 | 18.3 | 16.5 |
| Trades | 296 | 10.5 | 18.3 | 32.1 | 16.6 | 9.5 | 87 | 6.8 | 33.3 | 14.9 | 9.1 | 17.2 |
| Graphics | 98 | 10.2 | 24.4 | 21.4 | 21.4 | 14.3 | 58 | 8.6 | 25.9 | 8.6 | 24.1 | 17.2 |
| Service trades, police | 57 | 10.6 | 18.3 | 15.8 | 9.3 | 17.5 | 65 | 1.5 | 18.5 | 12.3 | 32.3 | 21.5 |
| Agriculture | 49 | 16.3 | 24.5 | 18.4 | 26.5 | 4.1 | 24 | 4.2 | 41.6 | 8.3 | 20.8 | 12.5 |
| Home economics | 350 | 10.6 | 34.3 | 19.7 | 17.2 | 9.4 | 38 | - | 50.0 | 10.5 | 10.6 | 18.4 |
| Business education | 885 | 10.0 | 23.7 | 23.5 | 24.3 | 9.4 | 392 | 9.2 | 25.5 | 15.6 | 20.4 | 19.9 |
| Distributive education | 81 | 14.8 | 11.1 | 28.4 | 23.5 | 12.4 | 62 | 6.4 | 19.5 | 16.1 | 17.9 | 30.6 |
| Health | 43 | 7.0 | 65.1 | 4.7 | 14.0 | 4.7 | 173 | 2.9 | 42.7 | 3.5 | 20.8 | 19.1 |

[a] Two hundred twenty three nonrespondents (2.6%). Three hundred eighty (4.4%) checked poor physical conditions. Four hundred twenty eight (4.9%) gave a variety of other disadvantages.

[b] Seventy nine nonrespondents (2.6%). One hundred forty five (4.8%) checked poor physical conditions. One hundred fifty four (5.1%) gave a variety of other disadvantages.

## TABLE A-30

### PLAN TO BE IN EDUCATION IN FIVE YEARS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | POSTSECONDARY TEACHERS | | | |
|---|---|---|---|---|---|---|---|---|
| | Number | Yes | No | Undecided | Number | Yes | No | Undecided |
| TOTAL | 8648[a] | 74.0 | 13.9 | 11.1 | 3001[b] | 76.3 | 12.5 | 10.3 |
| Total academic | 6345 | 73.8 | 13.7 | 11.6 | 1539 | 81.5 | 8.8 | 8.8 |
| Science | 916 | 74.7 | 11.8 | 12.4 | 327 | 78.6 | 10.4 | 9.8 |
| Mathematics | 901 | 71.7 | 14.2 | 12.9 | 236 | 74.2 | 14.8 | 9.3 |
| Social studies | 1153 | 75.9 | 12.4 | 10.7 | 322 | 82.3 | 7.1 | 9.3 |
| English | 1626 | 68.6 | 17.8 | 12.8 | 350 | 84.3 | 7.1 | 7.7 |
| Foreign language | 537 | 72.1 | 15.3 | 11.9 | 71 | 93.0 | 1.4 | 5.6 |
| Fine arts | 411 | 76.2 | 10.9 | 11.4 | 99 | 78.8 | 9.1 | 12.1 |
| Physical education | 707 | 82.0 | 9.9 | 7.6 | 117 | 90.6 | 3.4 | 6.0 |
| Other | 94 | 84.0 | 5.3 | 10.6 | 17 | 70.6 | 23.5 | 5.9 |
| Total vocational | 2303 | 74.8 | 14.4 | 9.8 | 1462 | 70.9 | 16.4 | 11.8 |
| Engineering technology | 256 | 75.0 | 14.1 | 9.8 | 399 | 61.4 | 21.6 | 15.5 |
| Automotive | 188 | 83.5 | 8.0 | 7.4 | 164 | 76.8 | 14.0 | 7.9 |
| Trades | 296 | 79.1 | 10.5 | 8.1 | 87 | 73.6 | 16.1 | 9.2 |
| Graphics | 98 | 84.7 | 9.2 | 5.1 | 58 | 89.7 | 8.6 | 1.7 |
| Service trades, police | 57 | 82.5 | 8.8 | 5.3 | 65 | 67.7 | 16.9 | 13.8 |
| Agriculture | 49 | 75.5 | 16.3 | 6.1 | 24 | 75.0 | 16.7 | 8.3 |
| Home economics | 350 | 70.9 | 18.6 | 10.0 | 38 | 84.2 | 10.5 | 5.3 |
| Business education | 885 | 71.2 | 16.8 | 11.3 | 392 | 74.0 | 15.6 | 10.5 |
| Distributive education | 81 | 80.2 | 8.6 | 9.9 | 62 | 62.9 | 25.8 | 11.3 |
| Health | 43 | 67.4 | 14.0 | 18.6 | 173 | 73.4 | 9.2 | 16.2 |

[a] Eighty three nonrespondents (1.0%).

[b] Twenty seven nonrespondents (0.9%).

## TABLE A-31

### SATISFACTION WITH TEACHING AS LIFE CAREER BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | POSTSECONDARY TEACHERS | | | |
|---|---|---|---|---|---|---|---|---|
| | Number | Yes | No | Undecided | Number | Yes | No | Undecided |
| TOTAL | 8648[a] | 62.2 | 16.4 | 20.6 | 3001[b] | 62.7 | 15.2 | 21.2 |
| Total academic | 6345 | 61.2 | 16.9 | 21.1 | 1539 | 65.8 | 13.8 | 19.6 |
| Science | 916 | 50.2 | 23.8 | 24.5 | 327 | 59.3 | 16.2 | 24.2 |
| Mathematics | 901 | 55.7 | 19.0 | 24.6 | 236 | 61.0 | 18.2 | 19.5 |
| Social studies | 1153 | 63.1 | 16.9 | 19.2 | 322 | 63.7 | 13.7 | 22.0 |
| English | 1626 | 64.7 | 14.5 | 20.3 | 350 | 72.3 | 11.4 | 15.4 |
| Foreign language | 537 | 66.1 | 14.9 | 18.2 | 71 | 67.6 | 14.1 | 16.9 |
| Fine arts | 411 | 61.1 | 15.3 | 22.6 | 99 | 62.6 | 13.1 | 21.2 |
| Physical education | 707 | 67.3 | 14.6 | 17.8 | 117 | 80.3 | 6.8 | 12.8 |
| Other | 94 | 61.7 | 10.6 | 25.5 | 17 | 70.6 | 5.9 | 23.5 |
| Total vocational | 2303 | 64.9 | 14.9 | 19.4 | 1462 | 59.5 | 16.6 | 22.9 |
| Engineering technology | 256 | 51.6 | 27.7 | 19.5 | 399 | 47.6 | 21.8 | 29.1 |
| Automotive | 188 | 63.3 | 12.2 | 22.9 | 164 | 58.5 | 17.1 | 24.4 |
| Trades | 296 | 54.7 | 26.7 | 17.2 | 87 | 51.7 | 24.1 | 23.0 |
| Graphics | 98 | 65.3 | 10.2 | 24.5 | 58 | 62.1 | 12.1 | 25.9 |
| Service trades, police | 57 | 71.9 | 7.2 | 17.5 | 65 | 63.1 | 20.0 | 15.4 |
| Agriculture | 49 | 59.2 | 16.3 | 24.5 | 24 | 70.8 | 8.3 | 20.8 |
| Home economics | 350 | 72.3 | 8.0 | 19.4 | 38 | 84.2 | 5.3 | 10.5 |
| Business education | 885 | 69.4 | 11.2 | 18.8 | 392 | 70.9 | 12.5 | 16.6 |
| Distributive education | 81 | 69.1 | 13.6 | 17.3 | 62 | 58.1 | 14.5 | 25.8 |
| Health | 43 | 58.1 | 23.3 | 18.6 | 173 | 57.2 | 14.5 | 25.4 |

[a] Seventy nonrespondents (0.8%).

[b] Twenty seven nonrespondents (0.9%).

## TABLE A-32

## EXTENT OF AUTHORITY TO CONTROL CLASS SIZE BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | POSTSECONDARY TEACHERS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | My Decision | Considerable Influence | Some Influence | No Influence | Number | My Decision | Considerable Influence | Some Influence | No Influence |
| **TOTAL** | 8648[a] | 1.8 | 7.2 | 25.5 | 62.5 | 3001[b] | 2.6 | 15.8 | 32.9 | 46.0 |
| Total academic | 6345 | 1.7 | 5.3 | 23.4 | 66.8 | 1539 | 2.9 | 14.6 | 34.3 | 45.8 |
| Science | 916 | 0.4 | 5.2 | 28.5 | 63.6 | 327 | 3.7 | 18.0 | 33.3 | 42.8 |
| Mathematics | 901 | 1.0 | 2.4 | 22.4 | 71.1 | 236 | 2.1 | 10.2 | 32.2 | 53.8 |
| Social studies | 1153 | 0.5 | 2.6 | 19.8 | 74.3 | 322 | 2.5 | 12.7 | 35.1 | 46.9 |
| English | 1626 | 1.2 | 4.8 | 18.2 | 72.7 | 350 | 2.3 | 8.6 | 31.7 | 55.1 |
| Foreign Language | 537 | 0.4 | 5.8 | 23.3 | 68.3 | 71 | 1.4 | 16.9 | 39.4 | 40.8 |
| Fine arts | 411 | 10.9 | 20.2 | 34.5 | 30.9 | 99 | 5.1 | 25.3 | 39.4 | 27.3 |
| Physical education | 707 | 2.4 | 5.2 | 29.0 | 60.8 | 117 | 4.3 | 26.5 | 38.5 | 27.4 |
| Other | 94 | 6.4 | 10.6 | 27.7 | 52.1 | 17 | - | 11.8 | 41.2 | 41.2 |
| Total vocational | 2303 | 2.2 | 12.4 | 31.5 | 50.9 | 1462 | 2.4 | 17.1 | 31.5 | 46.1 |
| Engineering technology | 256 | 2.7 | 17.6 | 31.6 | 44.5 | 399 | 2.5 | 10.8 | 30.6 | 52.6 |
| Automotive | 183 | 2.7 | 13.3 | 35.1 | 46.3 | 164 | 1.2 | 15.9 | 34.1 | 45.7 |
| Trades | 296 | 2.0 | 15.5 | 38.2 | 40.5 | 87 | 2.3 | 16.1 | 32.2 | 42.5 |
| Graphics | 98 | 5.1 | 13.3 | 42.9 | 36.7 | 58 | 1.7 | 25.9 | 36.2 | 31.2 |
| Service trades, police | 57 | 1.8 | 10.5 | 29.8 | 50.9 | 65 | 4.6 | 21.9 | 33.8 | 36.9 |
| Agriculture | 49 | 6.1 | 28.6 | 42.9 | 18.4 | 24 | - | 25.0 | 54.2 | 12.5 |
| Home economics | 350 | 1.7 | 13.7 | 37.1 | 43.4 | 38 | 15.8 | 21.1 | 34.2 | 23.7 |
| Business education | 885 | 1.2 | 6.3 | 25.2 | 65.0 | 392 | 2.6 | 18.6 | 30.1 | 47.2 |
| Distributive education | 81 | 8.6 | 33.3 | 21.0 | 35.8 | 62 | 1.6 | 24.2 | 25.8 | 46.8 |
| Health | 43 | - | 14.0 | 34.9 | 48.8 | 173 | - | 20.8 | 29.5 | 46.8 |

[a] Two hundred forty five nonrespondents (2.8%).

[b] Eighty nonrespondents (2.7%).

## TABLE A-33

### EXTENT OF CONTROL OVER COURSE PREREQUISITES BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | POSTSECONDARY TEACHERS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | My Decision | Considerable Influence | Some Influence | No Influence | Number | My Decision | Considerable Influence | Some Influence | No Influence |
| TOTAL | 8648[a] | 6.5 | 17.0 | 24.4 | 47.0 | 3001[b] | 8.5 | 31.4 | 27.5 | 28.7 |
| Total academic | 6345 | 6.0 | 14.8 | 22.4 | 51.3 | 1539 | 9.4 | 31.0 | 26.5 | 29.5 |
| Science | 916 | 4.1 | 17.7 | 25.2 | 48.9 | 327 | 9.2 | 38.8 | 26.0 | 23.5 |
| Mathematics | 901 | 1.1 | 14.5 | 32.2 | 48.6 | 236 | 3.4 | 32.6 | 28.0 | 33.9 |
| Social studies | 1153 | 3.0 | 10.1 | 18.0 | 64.2 | 322 | 8.4 | 29.8 | 27.6 | 29.5 |
| English | 1626 | 3.5 | 11.4 | 20.9 | 58.5 | 350 | 6.0 | 23.4 | 28.9 | 38.6 |
| Foreign language | 537 | 5.4 | 21.2 | 27.0 | 39.3 | 71 | 16.9 | 29.6 | 26.8 | 22.5 |
| Fine arts | 411 | 31.1 | 26.0 | 17.5 | 19.5 | 99 | 24.2 | 36.4 | 19.2 | 15.2 |
| Physical education | 707 | 9.6 | 14.0 | 16.7 | 51.8 | 117 | 16.2 | 30.8 | 22.2 | 25.6 |
| Other | 94 | 14.9 | 23.4 | 18.1 | 35.5 | 17 | 17.6 | 17.6 | 17.6 | 35.3 |
| Total vocational | 2303 | 7.9 | 23.2 | 30.1 | 35.0 | 1462 | 7.5 | 31.7 | 28.5 | 28.0 |
| Engineering technology | 256 | 11.7 | 25.0 | 28.9 | 29.7 | 399 | 8.0 | 27.6 | 29.3 | 30.8 |
| Automotive | 188 | 8.0 | 30.3 | 31.4 | 24.5 | 164 | 4.9 | 31.1 | 37.3 | 26.2 |
| Trades | 296 | 14.9 | 25.3 | 26.0 | 29.1 | 87 | 6.9 | 27.6 | 21.8 | 34.5 |
| Graphics | 98 | 19.4 | 22.4 | 34.7 | 19.4 | 58 | 13.8 | 51.7 | 27.4 | 10.3 |
| Service trades police | 57 | 7.0 | 19.3 | 35.1 | 31.6 | 65 | 12.2 | 32.3 | 23.1 | 26.2 |
| Agriculture | 49 | 18.4 | 38.8 | 20.4 | 16.3 | 24 | 25.0 | 45.8 | 20.8 | - |
| Home economics | 350 | 7.1 | 24.6 | 30.0 | 33.4 | 38 | 18.4 | 34.2 | 18.4 | 21.1 |
| Business education | 885 | 3.1 | 19.2 | 31.9 | 43.5 | 392 | 4.8 | 35.2 | 30.9 | 27.3 |
| Distributive education | 81 | 9.9 | 25.9 | 19.8 | 43.2 | 62 | 6.5 | 30.6 | 30.6 | 22.6 |
| Health | 43 | - | 20.9 | 39.5 | 37.2 | 173 | 6.4 | 26.6 | 27.2 | 35.3 |

[a] Four hundred thirty nine nonrespondents (5.1%).

[b] One hundred twenty nonrespondents (4.0%).

## TABLE A-34

## EXTENT OF CONTROL OVER COURSE CONTENT BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS |  |  |  |  | POSTSECONDARY TEACHERS |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | Number | My Decision | Considerable Influence | Some Influence | No Influence | Number | My Decision | Considerable Influence | Some Influence | No Influence |
| TOTAL | 8648[a] | 22.1 | 39.8 | 26.4 | 9.0 | 3001[b] | 24.6 | 48.4 | 19.8 | 5.2 |
| Total academic | 6345 | 20.5 | 39.2 | 27.5 | 9.9 | 1539 | 26.6 | 49.0 | 18.4 | 4.5 |
| Science | 916 | 23.4 | 39.2 | 24.8 | 10.3 | 327 | 32.7 | 48.6 | 13.5 | 4.0 |
| Mathematics | 901 | 11.4 | 35.7 | 38.1 | 12.0 | 236 | 9.3 | 49.6 | 30.5 | 9.3 |
| Social studies | 1153 | 18.0 | 41.5 | 26.5 | 11.3 | 322 | 35.7 | 46.3 | 11.8 | 4.0 |
| English | 1626 | 14.1 | 41.5 | 31.3 | 9.9 | 350 | 14.6 | 54.6 | 27.1 | 2.3 |
| Foreign language | 537 | 20.3 | 37.6 | 27.6 | 11.2 | 71 | 29.6 | 48.7 | 15.5 | 9.9 |
| Fine arts | 411 | 55.7 | 31.4 | 7.8 | 1.9 | 99 | 53.5 | 41.4 | 2.0 | 2.0 |
| Physical education | 707 | 24.9 | 40.0 | 24.2 | 8.3 | 117 | 30.8 | 48.7 | 17.1 | 1.7 |
| Other | 94 | 34.0 | 42.6 | 12.8 | 5.3 | 17 | 17.6 | 58.8 | 5.7 | 6.0 |
| Total vocational | 2303 | 26.6 | 41.3 | 23.1 | 6.6 | 1462 | 22.4 | 48.2 | 21.3 | 6.0 |
| Engineering technology | 256 | 34.8 | 44.5 | 16.8 | 1.6 | 399 | 20.6 | 46.4 | 22.3 | 7.5 |
| Automotive | 188 | 30.3 | 52.1 | 12.8 | 2.1 | 164 | 18.3 | 53.7 | 20.7 | 5.5 |
| Trades | 296 | 39.9 | 40.5 | 12.5 | 4.1 | 87 | 24.1 | 48.3 | 19.5 | 2.3 |
| Graphics | 98 | 38.8 | 52.0 | 8.2 | - | 58 | 43.1 | 50.0 | 6.9 | - |
| Service trades, police | 57 | 26.3 | 28.1 | 29.8 | 10.5 | 65 | 27.7 | 44.6 | 15.4 | 10.8 |
| Agriculture | 49 | 49.0 | 38.8 | 6.1 | 2.0 | 24 | 20.8 | 58.3 | 16.7 | - |
| Home economics | 350 | 21.4 | 48.9 | 22.9 | 3.7 | 38 | 39.5 | 47.4 | 7.9 | - |
| Business education | 885 | 19.0 | 34.8 | 32.7 | 11.8 | 392 | 22.4 | 48.0 | 22.4 | 6.6 |
| Distributive education | 81 | 27.2 | 42.0 | 22.2 | 7.4 | 62 | 29.0 | 43.5 | 24.2 | 3.2 |
| Health | 43 | 14.0 | 48.8 | 30.2 | 7.0 | 173 | 15.0 | 49.1 | 27.2 | 6.4 |

[a] Two hundred thirty seven nonrespondents (2.7%).

[b] Fifty five nonrespondents (1.8%).

## TABLE A-35

## EXTENT OF CONTROL OVER SELECTION OF TEXT BOOKS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | POSTSECONDARY TEACHERS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | My Decision | Considerable Influence | Some Influence | No Influence | Number | My Decision | Considerable Influence | Some Influence | No Influence |
| TOTAL | 8648[a] | 14.9 | 28.4 | 33.0 | 19.8 | 3001[b] | 30.4 | 40.0 | 18.2 | 9.1 |
| Total academic | 6345 | 11.5 | 26.9 | 35.0 | 22.4 | 1539 | 29.0 | 41.7 | 18.9 | 8.2 |
| Science | 916 | 13.4 | 32.5 | 29.7 | 22.2 | 327 | 42.2 | 34.9 | 14.4 | 6.7 |
| Mathematics | 901 | 3.9 | 30.5 | 39.5 | 23.5 | 236 | 10.2 | 51.3 | 22.5 | 14.8 |
| Social studies | 1153 | 6.0 | 27.1 | 41.8 | 22.5 | 322 | 31.1 | 45.0 | 15.2 | 5.9 |
| English | 1626 | 6.7 | 24.1 | 42.3 | 24.1 | 350 | 16.6 | 44.0 | 28.0 | 10.0 |
| Foreign language | 537 | 13.8 | 28.9 | 35.4 | 19.0 | 71 | 42.3 | 31.0 | 21.1 | 4.2 |
| Fine arts | 411 | 47.9 | 22.9 | 11.9 | 8.5 | 99 | 55.6 | 31.3 | 5.1 | 3.0 |
| Physical education | 707 | 12.3 | 21.8 | 23.9 | 29.3 | 117 | 30.8 | 41.9 | 18.8 | 5.1 |
| Other | 94 | 37.2 | 28.7 | 16.0 | 10.6 | 17 | 29.4 | 35.3 | 11.8 | 17.6 |
| Total vocational | 2303 | 24.3 | 32.6 | 27.4 | 12.9 | 1462 | 31.8 | 38.2 | 17.5 | 10.1 |
| Engineering technology | 256 | 39.8 | 34.0 | 18.8 | 4.7 | 399 | 33.6 | 30.8 | 20.3 | 17.3 |
| Automotive | 188 | 38.8 | 38.3 | 14.4 | 4.8 | 164 | 29.9 | 46.5 | 17.7 | 9.1 |
| Trades | 296 | 37.6 | 30.4 | 22.0 | 7.1 | 87 | 33.3 | 32.2 | 20.7 | 6.9 |
| Graphics | 98 | 31.6 | 34.7 | 20.4 | 7.1 | 58 | 58.6 | 34.5 | 6.9 | - |
| Service trades, police | 57 | 24.6 | 35.4 | 24.6 | 8.8 | 65 | 47.7 | 26.2 | 10.8 | 12.3 |
| Agriculture | 49 | 53.1 | 24.5 | 10.2 | 8.2 | 24 | 58.3 | 29.2 | 4.2 | - |
| Home economics | 350 | 20.6 | 38.6 | 28.3 | 8.6 | 38 | 55.3 | 31.6 | 2.6 | 7.9 |
| Business education | 885 | 10.3 | 30.4 | 36.2 | 21.4 | 392 | 23.0 | 45.2 | 18.6 | 12.5 |
| Distributive education | 81 | 34.6 | 24.7 | 23.5 | 16.0 | 62 | 37.1 | 37.1 | 12.9 | 11.3 |
| Health | 43 | 23.3 | 27.9 | 34.9 | 14.0 | 173 | 23.1 | 48.6 | 19.7 | 6.4 |

[a] Three hundred thirty one nonrespondents (3.8%).

[b] Sixty eight nonrespondents (2.3%).

## TABLE A-36

## LATITUDE IN ADOPTION OF NEW TEACHING METHODS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS |  |  |  |  | POSTSECONDARY TEACHERS |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | Number | My Decision | Considerable Influence | Some Influence | No Influence | Number | My Decision | Considerable Influence | Some Influence | No Influence |
| TOTAL | 8648[a] | 30.2 | 36.8 | 24.3 | 5.6 | 3001[b] | 36.1 | 40.8 | 17.3 | 3.2 |
| Total academic | 6345 | 28.6 | 36.7 | 25.4 | 6.3 | 1539 | 40.8 | 58.7 | 15.1 | 2.9 |
| Science | 916 | 25.4 | 40.7 | 24.7 | 7.0 | 327 | 41.3 | 41.0 | 13.8 | 1.5 |
| Mathematics | 901 | 23.2 | 40.3 | 27.9 | 5.5 | 236 | 37.7 | 40.3 | 15.7 | 4.2 |
| Social studies | 1153 | 28.5 | 35.8 | 26.8 | 6.1 | 322 | 45.7 | 37.6 | 12.4 | 1.9 |
| English | 1626 | 26.4 | 34.6 | 27.9 | 7.6 | 350 | 36.6 | 38.0 | 18.9 | 4.9 |
| Foreign language | 537 | 21.8 | 35.8 | 29.4 | 9.9 | 71 | 35.2 | 33.8 | 23.9 | 4.2 |
| Fine arts | 411 | 51.8 | 29.7 | 11.9 | 2.7 | 99 | 44.4 | 39.4 | 11.1 | 1.0 |
| Physical education | 707 | 34.7 | 38.0 | 20.8 | 3.8 | 117 | 42.7 | 38.5 | 12.8 | 0.9 |
| Other | 94 | 42.6 | 34.0 | 16.0 | 2.1 | 17 | 52.9 | 29.4 | 5.7 | 5.7 |
| Total vocational | 2303 | 34.7 | 37.2 | 21.5 | 3.8 | 1462 | 31.2 | 43.0 | 19.6 | 3.5 |
| Engineering technology | 256 | 39.1 | 38.3 | 16.4 | 2.7 | 399 | 30.3 | 39.8 | 27.1 | 4.8 |
| Automotive | 188 | 33.0 | 41.5 | 17.6 | 3.2 | 164 | 20.7 | 49.4 | 23.8 | 3.0 |
| Trades | 296 | 40.5 | 36.8 | 16.6 | 1.7 | 87 | 28.7 | 44.8 | 18.4 | 2.3 |
| Graphics | 98 | 38.8 | 44.9 | 14.3 | 1.0 | 58 | 50.0 | 41.4 | 8.6 | - |
| Service trades, police | 57 | 29.8 | 19.3 | 40.4 | 7.0 | 65 | 33.8 | 35.4 | 20.0 | 6.2 |
| Agriculture | 49 | 55.1 | 34.7 | 2.0 | 4.1 | 24 | 45.8 | 33.3 | 8.3 | - |
| Home economics | 350 | 38.3 | 38.0 | 18.0 | 2.3 | 38 | 50.0 | 31.6 | 10.5 | - |
| Business education | 885 | 28.9 | 35.9 | 27.8 | 5.4 | 392 | 31.4 | 43.4 | 19.6 | 4.1 |
| Distributive education | 81 | 40.7 | 39.5 | 12.3 | 6.2 | 62 | 45.2 | 38.7 | 14.5 | 1.6 |
| Health | 43 | 25.6 | 37.2 | 34.9 | 2.3 | 173 | 25.4 | 51.4 | 19.1 | 2.3 |

[a] Two hundred sixty nonrespondents (3.0%).

[b] Eighty nonrespondents (2.7%).

## TABLE A-37

## LATITUDE IN SELECTION OF AUDIOVISUAL MATERIALS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | POSTSECONDARY TEACHERS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | My Decision | Considerable Influence | Some Influence | No Influence | Number | My Decision | Considerable Influence | Some Influence | No Influence |
| TOTAL | 8648[a] | 38.7 | 28.8 | 22.8 | 6.2 | 3001[b] | 52.2 | 27.5 | 12.3 | 4.5 |
| Total academic | 6345 | 35.9 | 29.1 | 24.9 | 6.7 | 1539 | 54.7 | 25.1 | 11.9 | 4.4 |
| Science | 916 | 39.4 | 31.8 | 20.1 | 6.1 | 327 | 64.5 | 19.9 | 9.8 | 3.7 |
| Mathematics | 901 | 32.0 | 28.4 | 28.9 | 7.1 | 236 | 41.1 | 28.0 | 17.4 | 8.9 |
| Social studies | 1153 | 36.9 | 29.5 | 24.5 | 6.0 | 322 | 59.9 | 26.7 | 6.5 | 2.8 |
| English | 1626 | 27.9 | 29.0 | 31.6 | 8.1 | 350 | 49.1 | 25.4 | 16.0 | 5.7 |
| Foreign language | 537 | 26.6 | 31.5 | 31.7 | 7.8 | 71 | 52.1 | 22.5 | 16.9 | 7.0 |
| Fine arts | 411 | 59.6 | 21.7 | 10.0 | 4.1 | 99 | 61.6 | 26.3 | 4.0 | 1.0 |
| Physical education | 707 | 44.6 | 29.3 | 17.3 | 5.4 | 117 | 53.0 | 29.9 | 12.8 | - |
| Other | 94 | 53.2 | 25.5 | 9.6 | 7.4 | 17 | 52.9 | 23.5 | 17.6 | - |
| Total vocational | 2303 | 46.5 | 28.1 | 17.0 | 4.8 | 1462 | 49.6 | 29.9 | 12.7 | 4.6 |
| Engineering technology | 256 | 57.0 | 25.0 | 10.5 | 2.7 | 399 | 45.4 | 30.6 | 13.3 | 6.5 |
| Automotive | 188 | 54.3 | 26.1 | 10.6 | 4.3 | 164 | 47.0 | 32.3 | 19.6 | 3.7 |
| Trades | 296 | 54.7 | 26.7 | 9.8 | 4.4 | 87 | 50.6 | 28.7 | 10.3 | 5.7 |
| Graphics | 98 | 58.2 | 27.6 | 9.2 | 2.0 | 58 | 75.9 | 17.2 | 3.4 | - |
| Service trades, police | 57 | 38.6 | 22.8 | 19.3 | 8.8 | 65 | 50.8 | 20.0 | 20.0 | 6.2 |
| Agriculture | 49 | 65.3 | 26.5 | 4.1 | - | 24 | 70.8 | 16.7 | 4.2 | - |
| Home economics | 350 | 50.3 | 33.1 | 10.9 | 2.0 | 38 | 63.2 | 18.4 | 7.9 | - |
| Business education | 885 | 35.4 | 29.0 | 26.2 | 6.8 | 392 | 46.7 | 32.9 | 13.5 | 5.1 |
| Distributive education | 81 | 51.9 | 19.8 | 19.8 | 6.2 | 62 | 61.3 | 21.0 | 14.5 | 1.6 |
| Health | 43 | 44.2 | 30.2 | 16.3 | 7.0 | 173 | 48.6 | 35.3 | 11.0 | 2.9 |

[a] Two hundred ninety five nonrespondents (3.4%).

[b] One hundred five nonrespondents (3.5%).

## TABLE A-38

## EXTENT OF CONTROL OVER RECRUITMENT OF STUDENTS FOR COURSE BY SUBJECT TAUGHT

(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | POSTSECONDARY TEACHERS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | My Decision | Considerable Influence | Some Influence | No Influence | Number | My Decision | Considerable Influence | Some Influence | No Influence |
| TOTAL | 8648[a] | 3.4 | 10.0 | 26.4 | 56.4 | 3001[b] | 3.1 | 13.9 | 31.1 | 48.6 |
| Total academic | 6345 | 3.0 | 8.4 | 22.6 | 62.0 | 1539 | 4.1 | 11.6 | 28.2 | 52.8 |
| Science | 916 | 1.4 | 9.0 | 26.1 | 60.8 | 327 | 2.1 | 14.4 | 29.4 | 50.8 |
| Mathematics | 901 | 0.6 | 7.9 | 29.3 | 58.5 | 236 | 1.7 | 8.1 | 24.2 | 64.0 |
| Social studies | 1153 | 0.7 | 4.2 | 15.7 | 75.8 | 322 | 3.1 | 10.6 | 30.1 | 53.4 |
| English | 1626 | 2.3 | 6.8 | 18.8 | 68.1 | 350 | 3.4 | 8.3 | 26.3 | 59.1 |
| Foreign language | 537 | 1.5 | 9.1 | 36.7 | 48.2 | 71 | 4.2 | 8.5 | 35.2 | 49.3 |
| Fine arts | 411 | 21.4 | 28.0 | 27.3 | 19.0 | 99 | 13.1 | 23.2 | 31.3 | 25.3 |
| Physical education | 707 | 3.7 | 7.1 | 16.3 | 67.9 | 117 | 11.1 | 16.2 | 23.9 | 42.7 |
| Other | 94 | 3.2 | 9.6 | 22.3 | 55.3 | 17 | - | 5.7 | 47.1 | 41.2 |
| Total vocational | 2303 | 4.4 | 14.5 | 36.8 | 40.9 | 1462 | 2.1 | 16.3 | 34.2 | 44.3 |
| Engineering technology | 256 | 3.5 | 12.9 | 41.4 | 37.9 | 399 | 1.0 | 13.0 | 31.6 | 50.6 |
| Automotive | 188 | 4.8 | 13.3 | 34.6 | 43.1 | 164 | 1.2 | 11.6 | 37.8 | 44.5 |
| Trades | 296 | 3.7 | 15.9 | 33.4 | 42.6 | 87 | 1.1 | 13.8 | 31.0 | 49.4 |
| Graphics | 98 | 4.1 | 19.4 | 40.8 | 32.7 | 58 | 8.6 | 27.6 | 37.9 | 25.9 |
| Service trades, police | 57 | 5.3 | 8.8 | 36.8 | 40.4 | 65 | 6.2 | 24.6 | 35.4 | 29.2 |
| Agriculture | 49 | 16.3 | 30.6 | 40.8 | 8.2 | 24 | 4.2 | 37.5 | 29.2 | 20.8 |
| Home economics | 350 | 2.3 | 19.7 | 46.0 | 27.4 | 38 | 7.9 | 18.4 | 31.6 | 28.9 |
| Business education | 885 | 2.9 | 10.7 | 33.7 | 50.7 | 392 | 1.3 | 11.5 | 32.4 | 53.1 |
| Distributive education | 81 | 28.4 | 27.2 | 21.0 | 22.2 | 62 | 4.8 | 30.6 | 32.3 | 32.3 |
| Health | 43 | 2.3 | 11.6 | 46.5 | 37.2 | 173 | 1.2 | 24.9 | 42.8 | 29.5 |

[a] Three hundred twenty nine nonrespondents (3.8%).

[b] Ninety nine nonrespondents (3.3%).

## TABLE A-39

## EXTENT OF AUTHORITY TO REJECT UNQUALIFIED STUDENTS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | POSTSECONDARY TEACHERS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | My Decision | Considerable Influence | Some Influence | No Influence | Number | My Decision | Considerable Influence | Some Influence | No Influence |
| TOTAL | 8648[a] | 4.5 | 13.8 | 36.7 | 41.6 | 3001[b] | 9.5 | 24.4 | 31.8 | 30.9 |
| Total academic | 6345 | 3.8 | 12.9 | 35.5 | 44.3 | 1539 | 11.2 | 21.5 | 30.5 | 33.2 |
| Science | 916 | 2.4 | 12.2 | 38.1 | 44.5 | 327 | 12.5 | 23.5 | 30.0 | 30.6 |
| Mathematics | 901 | 1.2 | 14.3 | 43.4 | 37.5 | 236 | 7.2 | 28.0 | 34.8 | 28.0 |
| Social studies | 1153 | 1.5 | 8.5 | 31.2 | 56.0 | 322 | 10.2 | 14.3 | 29.2 | 41.3 |
| English | 1626 | 2.8 | 11.8 | 33.6 | 48.0 | 350 | 7.4 | 16.9 | 32.9 | 39.1 |
| Foreign language | 537 | 2.4 | 17.5 | 45.3 | 32.0 | 71 | 19.7 | 33.8 | 29.6 | 16.7 |
| Fine arts | 411 | 23.1 | 22.1 | 32.4 | 19.2 | 99 | 27.3 | 1[illegible].2 | 30.3 | 20.2 |
| Physical education | 707 | 5.2 | 10.2 | 29.0 | 51.1 | 117 | 10.3 | 30.8 | 20.5 | 34.2 |
| Other | 94 | 4.3 | 31.9 | 27.7 | 30.9 | 17 | 11.8 | 23.5 | 41.2 | 17.6 |
| Total vocational | 2303 | 6.3 | 16.3 | 40.0 | 34.0 | 1462 | 7.8 | 27.4 | 33.1 | 28.5 |
| Engineering technology | 256 | 7.4 | 18.0 | 41.0 | 30.1 | 399 | 6.8 | 29.8 | 30.8 | 28.8 |
| Automotive | 188 | 5.9 | 20.2 | 37.2 | 33.5 | 164 | 6.7 | 28.0 | 35.4 | 26.2 |
| Trades | 296 | 6.8 | 16.9 | 38.5 | 33.1 | 87 | 6.9 | 27.6 | 33.3 | 25.3 |
| Graphics | 98 | 6.1 | 20.4 | 46.9 | 21.4 | 58 | 20.7 | 37.9 | 29.3 | 10.3 |
| Service trades, police | 57 | 10.5 | 15.8 | 35.1 | 33.3 | 65 | 9.2 | 35.4 | 27.7 | 23.1 |
| Agriculture | 49 | 18.4 | 30.6 | 34.7 | 12.2 | 24 | 12.5 | 29.2 | 33.3 | 16.7 |
| Home economics | 350 | 4.3 | 13.1 | 36.3 | 41.1 | 38 | 10.5 | 23.7 | 26.3 | 28.9 |
| Business education | 885 | 3.6 | 13.8 | 42.6 | 37.9 | 392 | 7.9 | 20.4 | 33.4 | 36.7 |
| Distributive education | 81 | 32.1 | 27.2 | 23.5 | 16.0 | 62 | 14.5 | 24.2 | 32.3 | 29.0 |
| Health | 43 | 4.7 | 16.3 | 60.5 | 14.0 | 173 | 2.9 | 32.4 | 40.5 | 22.5 |

[a] Two hundred ninety five nonrespondents (3.4%).

[b] One hundred one nonrespondents (3.4%).

## TABLE A-40

### EXTENT OF AUTHORITY TO DISMISS STUDENTS WHO ARE DISCIPLINARY PROBLEMS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | POSTSECONDARY TEACHERS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | My Decision | Considerable Influence | Some Influence | No Influence | Number | My Decision | Considerable Influence | Some Influence | No Influence |
| TOTAL | 8648[a] | 6.1 | 24.2 | 44.4 | 22.2 | 3001[b] | 22.3 | 37.0 | 26.5 | 9.4 |
| Total academic | 6345 | 6.2 | 23.8 | 44.0 | 22.9 | 1539 | 29.0 | 34.9 | 22.2 | 8.6 |
| Science | 916 | 4.1 | 22.5 | 45.6 | 25.4 | 327 | 32.1 | 34.6 | 22.3 | 7.0 |
| Mathematics | 901 | 4.6 | 21.6 | 48.4 | 22.1 | 236 | 28.4 | 38.6 | 19.9 | 8.5 |
| Social studies | 1153 | 5.6 | 20.1 | 44.8 | 26.6 | 322 | 28.0 | 34.5 | 23.0 | 9.6 |
| English | 1626 | 5.8 | 23.2 | 45.0 | 22.6 | 350 | 28.9 | 32.0 | 23.1 | 9.7 |
| Foreign language | 537 | 5.0 | 25.1 | 38.9 | 27.0 | 71 | 14.1 | 52.1 | 22.5 | 5.6 |
| Fine arts | 411 | 16.1 | 32.4 | 35.5 | 12.7 | 99 | 27.3 | 34.3 | 24.2 | 7.1 |
| Physical education | 707 | 7.8 | 28.1 | 42.9 | 18.4 | 117 | 37.6 | 27.4 | 19.7 | 9.4 |
| Other | 94 | 8.5 | 37.2 | 33.0 | 18.1 | 17 | 11.8 | 41.2 | 23.5 | 11.8 |
| Total vocational | 2303 | 5.7 | 25.2 | 45.5 | 20.5 | 1462 | 15.3 | 39.3 | 30.9 | 10.3 |
| Engineering technology | 256 | 5.1 | 24.6 | 48.8 | 18.8 | 399 | 16.0 | 39.6 | 29.8 | 10.3 |
| Automotive | 188 | 4.8 | 26.6 | 43.1 | 22.3 | 164 | 14.6 | 41.5 | 30.5 | 11.0 |
| Trades | 296 | 6.1 | 26.0 | 44.6 | 19.9 | 87 | 8.0 | 50.6 | 33.3 | 2.3 |
| Graphics | 98 | 6.1 | 26.5 | 45.9 | 18.4 | 58 | 20.7 | 46.6 | 25.9 | 5.2 |
| Service trades, police | 57 | 3.5 | 26.3 | 31.6 | 31.6 | 65 | 13.8 | 30.8 | 35.4 | 13.8 |
| Agriculture | 49 | 12.2 | 38.8 | 38.8 | 4.1 | 24 | 29.2 | 25.0 | 29.2 | 4.2 |
| Home economics | 350 | 6.9 | 21.4 | 45.4 | 21.1 | 38 | 15.8 | 36.8 | 21.1 | 13.2 |
| Business education | 885 | 5.0 | 22.8 | 47.8 | 22.4 | 392 | 18.1 | 35.7 | 31.1 | 12.0 |
| Distributive education | 81 | 9.9 | 44.4 | 30.9 | 12.3 | 62 | 22.6 | 45.2 | 24.2 | 4.8 |
| Health | 43 | 2.3 | 41.9 | 46.5 | 7.0 | 173 | 5.2 | 39.9 | 37.0 | 12.1 |

[a] Two hundred seventy nonrespondents (3.1%).

[b] One hundred forty five nonrespondents (4.8%).

## TABLE A-41

## EXTENT OF AUTHORITY TO FAIL STUDENTS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | POSTSECONDARY TEACHERS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | My Decision | Considerable Influence | Some Influence | No Influence | Number | My Decision | Considerable Influence | Some Influence | No Influence |
| TOTAL | 8648[a] | 65.8 | 22.1 | 7.6 | 1.6 | 3001[b] | 73.7 | 17.1 | 5.5 | 1.4 |
| Total academic | 6345 | 65.2 | 22.7 | 7.6 | 1.7 | 1539 | 84.2 | 10.6 | 2.3 | 0.7 |
| Science | 916 | 66.4 | 22.2 | 7.6 | 1.4 | 327 | 83.5 | 11.9 | 2.4 | 0.3 |
| Mathematics | 901 | 67.7 | 22.0 | 6.0 | 1.2 | 236 | 86.0 | 8.5 | 2.1 | 1.3 |
| Social studies | 1153 | 64.0 | 24.2 | 8.0 | 1.1 | 322 | 86.0 | 8.4 | 2.2 | 0.6 |
| English | 1626 | 61.5 | 23.6 | 9.3 | 2.4 | 350 | 84.6 | 11.7 | 2.0 | 0.6 |
| Foreign language | 537 | 66.1 | 22.0 | 7.8 | 1.7 | 71 | 77.5 | 15.5 | 2.8 | 1.4 |
| Fine arts | 411 | 68.4 | 20.9 | 5.1 | 2.4 | 99 | 83.8 | 11.1 | 1.0 | 2.0 |
| Physical education | 707 | 70.4 | 20.2 | 6.1 | 1.3 | 117 | 83.8 | 11.1 | 1.7 | - |
| Other | 94 | 47.9 | 31.9 | 9.6 | 4.3 | 17 | 64.7 | 11.8 | 17.6 | - |
| Total vocational | 2303 | 67.6 | 20.5 | 7.8 | 1.4 | 1462 | 62.7 | 23.8 | 8.9 | 2.2 |
| Engineering technology | 256 | 69.9 | 18.8 | 6.6 | 2.0 | 399 | 67.2 | 22.8 | 6.3 | 1.5 |
| Automotive | 188 | 69.7 | 18.6 | 5.9 | 2.7 | 164 | 55.5 | 28.0 | 11.0 | 3.0 |
| Trades | 296 | 68.2 | 19.6 | 7.4 | 1.4 | 87 | 51.7 | 33.3 | 6.9 | 2.3 |
| Graphics | 98 | 71.4 | 23.5 | 4.1 | - | 58 | 70.7 | 25.9 | 3.4 | - |
| Service trades, police | 57 | 49.1 | 35.1 | 5.3 | 3.5 | 65 | 55.4 | 15.4 | 20.0 | 6.2 |
| Agriculture | 49 | 71.4 | 16.3 | 6.1 | - | 24 | 79.2 | 4.2 | 4.2 | 4.2 |
| Home economics | 350 | 63.7 | 18.9 | 12.9 | 0.9 | 38 | 63.2 | 21.1 | 2.6 | - |
| Business education | 885 | 69.5 | 20.9 | 6.7 | 1.0 | 392 | 76.3 | 15.6 | 6.1 | 1.0 |
| Distributive education | 81 | 71.6 | 21.0 | 4.9 | - | 62 | 25.4 | 46.2 | 20.8 | 5.8 |
| Health | 43 | 34.9 | 25.6 | 25.6 | 9.3 | 173 | 80.6 | 11.3 | 6.5 | - |

[a] Two hundred forty four nonrespondents (2.8%).

[b] Sixty eight nonrespondents (2.3%).

## TABLE A-42

## INFLUENCE ON COLLEGE PLACEMENT RECOMMENDATIONS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | POSTSECONDARY TEACHERS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | My Decision | Considerable Influence | Some Influence | No Influence | Number | My Decision | Considerable Influence | Some Influence | No Influence |
| TOTAL | 8648[a] | 3.8 | 13.7 | 42.9 | 32.7 | 3001[b] | 7.8 | 18.3 | 33.2 | 27.2 |
| Total academic | 6345 | 3.9 | 13.5 | 43.7 | 32.5 | 1539 | 10.6 | 17.9 | 36.7 | 25.4 |
| Science | 916 | 2.6 | 14.5 | 46.1 | 31.4 | 327 | 12.8 | 21.7 | 34.6 | 22.6 |
| Mathematics | 901 | 2.4 | 9.8 | 48.5 | 33.7 | 236 | 5.5 | 14.8 | 42.8 | 28.0 |
| Social studies | 1153 | 3.8 | 12.7 | 43.9 | 34.3 | 322 | 12.7 | 14.9 | 38.8 | 23.6 |
| English | 1626 | 3.8 | 13.7 | 42.7 | 33.1 | 350 | 8.6 | 15.4 | 35.4 | 29.1 |
| Foreign language | 537 | 3.7 | 14.2 | 46.7 | 29.6 | 71 | 11.3 | 23.9 | 32.4 | 28.2 |
| Fine arts | 411 | 12.2 | 22.4 | 39.4 | 19.2 | 99 | 14.1 | 26.3 | 31.3 | 18.2 |
| Physical education | 707 | 2.7 | 12.6 | 41.6 | 35.6 | 117 | 11.1 | 17.1 | 35.9 | 25.6 |
| Other | 94 | 5.3 | 9.6 | 7.4 | 50.0 | 17 | 11.8 | 23.5 | 29.4 | 29.4 |
| Total vocational | 2303 | 3.5 | 14.2 | 40.9 | 33.4 | 1462 | 4.9 | 18.8 | 29.5 | 35.3 |
| Engineering technology | 256 | 3.1 | 18.8 | 39.5 | 32.4 | 399 | 5.5 | 18.5 | 32.6 | 35.1 |
| Automotive | 188 | 5.9 | 16.5 | 33.0 | 27.1 | 164 | 5.5 | 14.0 | 25.0 | 40.2 |
| Trades | 296 | 4.1 | 15.2 | 35.5 | 34.1 | 87 | 2.3 | 10.3 | 21.8 | 48.3 |
| Graphics | 98 | 5.1 | 29.6 | 38.8 | 17.3 | 58 | 13.8 | 34.5 | 20.7 | 24.1 |
| Service trades, police | 57 | 3.5 | 15.8 | 24.6 | 36.8 | 65 | 4.6 | 23.1 | 27.7 | 35.4 |
| Agriculture | 49 | 6.1 | 32.7 | 49.0 | 4.1 | 24 | 4.2 | 54.2 | 25.0 | 4.2 |
| Home economics | 350 | 2.6 | 8.3 | 44.6 | 35.6 | 38 | 2.6 | 21.1 | 18.4 | 26.3 |
| Business education | 885 | 2.8 | 11.3 | 44.3 | 36.9 | 392 | 4.3 | 19.1 | 32.4 | 35.2 |
| Distributive education | 81 | 6.2 | 19.8 | 45.7 | 24.7 | 62 | 8.1 | 25.8 | 30.6 | 25.8 |
| Health | 43 | 2.3 | 7.0 | 27.9 | 44.2 | 173 | 1.7 | 12.7 | 30.6 | 28.2 |

[a] Five hundred ninety two nonrespondents (6.8%).

[b] Three hundred fourteen nonrespondents (10.5%).

## TABLE A-43

### INFLUENCE ON JOB PLACEMENT RECOMMENDATIONS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | POSTSECONDARY TEACHERS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | My Decision | Considerable Influence | Some Influence | No Influence | Number | My Decision | Considerable Influence | Some Influence | No Influence |
| TOTAL | 8648[a] | 6.9 | 16.0 | 38.4 | 33.0 | 3001[b] | 12.0 | 28.9 | 34.3 | 19.8 |
| Total academic | 6345 | 4.0 | 10.4 | 39.7 | 39.7 | 1539 | 11.9 | 18.7 | 37.4 | 25.5 |
| Science | 916 | 3.5 | 10.7 | 40.4 | 40.7 | 327 | 17.1 | 22.3 | 38.2 | 18.0 |
| Mathematics | 901 | 2.1 | 8.1 | 42.0 | 42.0 | 236 | 5.9 | 17.8 | 42.4 | 27.5 |
| Social studies | 1153 | 3.6 | 8.7 | 39.5 | 42.8 | 322 | 14.0 | 17.1 | 37.3 | 24.5 |
| English | 1626 | 3.7 | 9.3 | 40.5 | 39.9 | 350 | 8.9 | 14.0 | 38.9 | 30.3 |
| Foreign language | 537 | 2.6 | 9.5 | 39.1 | 41.7 | 71 | 11.3 | 15.5 | 28.2 | 39.4 |
| Fine arts | 411 | 11.7 | 19.5 | 37.2 | 23.1 | 99 | 16.2 | 24.2 | 32.3 | 21.2 |
| Physical education | 707 | 2.8 | 11.5 | 37.8 | 40.9 | 117 | 11.1 | 24.8 | 29.9 | 26.5 |
| Other | 94 | 20.2 | 30.9 | 27.7 | 14.9 | 17 | 5.7 | 29.4 | 41.2 | 17.6 |
| Total vocational | 2303 | 14.9 | 31.3 | 35.1 | 14.5 | 1462 | 12.1 | 39.5 | 31.0 | 13.9 |
| Engineering technology | 256 | 14.8 | 37.9 | 32.4 | 10.5 | 399 | 8.8 | 36.8 | 34.3 | 17.0 |
| Automotive | 188 | 32.4 | 38.8 | 18.1 | 7.4 | 164 | 14.6 | 53.0 | 21.3 | 8.5 |
| Trades | 296 | 15.9 | 38.2 | 27.0 | 14.5 | 87 | 16.1 | 35.6 | 31.0 | 12.6 |
| Graphics | 98 | 20.4 | 43.9 | 23.5 | 8.2 | 58 | 19.0 | 53.4 | 22.4 | 5.2 |
| Service trades, police | 57 | 29.8 | 31.6 | 19.3 | 12.3 | 65 | 16.9 | 47.7 | 20.0 | 10.8 |
| Agriculture | 49 | 20.4 | 55.1 | 16.3 | - | 24 | 12.5 | 54.2 | 20.8 | 4.2 |
| Home economics | 350 | 6.9 | 14.0 | 45.4 | 26.6 | 38 | 13.2 | 42.1 | 21.1 | 10.5 |
| Business education | 885 | 9.5 | 29.5 | 43.8 | 14.6 | 392 | 11.7 | 35.7 | 35.5 | 15.1 |
| Distributive education | 81 | 46.9 | 30.9 | 9.9 | 9.9 | 62 | 17.7 | 45.2 | 22.6 | 11.3 |
| Health | 43 | 11.6 | 32.6 | 32.6 | 14.0 | 173 | 9.8 | 31.2 | 35.8 | 16.8 |

[a] Four hundred ninety nonrespondents (5.7%).

[b] One hundred fifty one nonrespondents (5.0%).

TABLE A-44

RATING OF SCHOOL'S VOCATIONAL COUNSELING BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Above Average | Average | Below Average | Nonexistent | No Opinion | Number | Above Average | Average | Below Average | Nonexistent | No Opinion |
| TOTAL | 8648 | 21.7 | 35.2 | 28.8 | 2.7 | 11.4 | 3001 | 30.2 | 31.7 | 18.1 | 1.1 | 18.9 |
| Total academic | 6345 | 22.5 | 36.7 | 26.2 | 2.1 | 12.5 | 1539 | 27.3 | 31.9 | 18.1 | 1.2 | 21.4 |
| Science | 916 | 20.1 | 35.3 | 29.8 | 2.8 | 12.1 | 327 | 26.0 | 32.7 | 22.1 | 1.2 | 18.1 |
| Mathematics | 901 | 21.2 | 36.0 | 27.2 | 2.3 | 13.3 | 236 | 21.2 | 33.5 | 19.9 | 0.4 | 25.0 |
| Social studies | 1153 | 21.6 | 36.7 | 28.6 | 2.3 | 10.8 | 322 | 30.7 | 28.0 | 20.8 | 0.9 | 19.6 |
| English | 1626 | 23.2 | 36.0 | 26.5 | 1.9 | 12.4 | 350 | 28.0 | 30.3 | 15.4 | 2.0 | 24.3 |
| Foreign language | 537 | 24.4 | 38.5 | 18.8 | 0.7 | 17.5 | 71 | 24.0 | 29.6 | 9.8 | 1.4 | 35.2 |
| Fine arts | 411 | 26.5 | 36.3 | 20.7 | 1.7 | 14.8 | 99 | 26.3 | 31.3 | 15.2 | 2.0 | 25.2 |
| Physical education | 707 | 23.0 | 39.6 | 24.9 | 2.3 | 10.1 | 117 | 35.9 | 42.7 | 11.9 | 0.9 | 8.5 |
| Other | 94 | 24.4 | 37.2 | 26.6 | 1.1 | 10.7 | 17 | 23.5 | 41.2 | 11.4 | - | 23.6 |
| Total vocational | 2303 | 19.8 | 31.5 | 35.7 | 4.5 | 8.6 | 1462 | 33.1 | 31.5 | 18.2 | 1.0 | 16.0 |
| Engineering technology | 256 | 14.8 | 27.0 | 41.8 | 5.5 | 10.9 | 399 | 26.8 | 30.6 | 22.0 | 1.5 | 19.0 |
| Automotive | 188 | 21.2 | 26.1 | 44.2 | 3.7 | 4.8 | 164 | 35.4 | 34.8 | 15.9 | 0.6 | 13.4 |
| Trades | 296 | 13.5 | 24.3 | 45.3 | 9.1 | 7.8 | 87 | 41.3 | 29.9 | 13.7 | 1.1 | 13.7 |
| Graphics | 98 | 25.5 | 26.5 | 31.6 | 3.1 | 13.2 | 58 | 43.1 | 32.8 | 12.1 | - | 12.0 |
| Service trades, police | 57 | 23.3 | 40.4 | 12.3 | 7.0 | 7.0 | 65 | 35.4 | 35.4 | 15.4 | 3.1 | 10.8 |
| Agriculture | 49 | 20.4 | 18.4 | 47.0 | 10.2 | 4.0 | 24 | 62.5 | 12.5 | 16.7 | 4.2 | 4.2 |
| Home economics | 350 | 21.4 | 37.4 | 29.7 | 1.7 | 9.7 | 38 | 44.7 | 26.3 | 13.1 | - | 15.8 |
| Business education | 885 | 20.0 | 34.8 | 43.5 | 3.5 | 7.3 | 392 | 30.9 | 31.6 | 19.9 | 0.8 | 16.9 |
| Distributive education | 81 | 22.2 | 25.9 | 38.3 | 7.4 | 6.2 | 62 | 30.6 | 21.0 | 24.2 | - | 24.2 |
| Health | 43 | 30.3 | 39.5 | 9.4 | 2.3 | 18.6 | 173 | 37.0 | 37.0 | 12.7 | - | 13.2 |

## TABLE A-45

### RATING OF SCHOOL'S VOCATIONAL PLACEMENT BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Above Average | Average | Below Average | Nonexistent | No Opinion | Number | Above Average | Average | Below Average | Nonexistent | No Opinion |
| TOTAL | 8648 | 22.7 | 33.0 | 23.2 | 4.1 | 17.0 | 3001 | 36.6 | 26.5 | 14.6 | 1.8 | 22.6 |
| Total academic | 6345 | 20.8 | 34.2 | 21.8 | 3.9 | 19.1 | 1539 | 29.0 | 27.5 | 12.6 | 2.5 | 28.5 |
| Science | 916 | 17.6 | 33.6 | 26.3 | 5.0 | 17.5 | 327 | 33.6 | 24.8 | 13.2 | 2.1 | 26.3 |
| Mathematics | 901 | 18.9 | 33.6 | 23.0 | 4.3 | 20.1 | 236 | 30.9 | 30.1 | 12.3 | 1.3 | 25.4 |
| Social studies | 1153 | 20.3 | 35.0 | 24.1 | 4.2 | 16.4 | 322 | 27.3 | 26.7 | 17.1 | 2.7 | 25.2 |
| English | 1626 | 23.3 | 32.7 | 20.4 | 3.4 | 20.2 | 350 | 25.4 | 28.3 | 9.7 | 2.3 | 34.3 |
| Foreign language | 537 | 20.4 | 33.5 | 16.6 | 1.9 | 27.6 | 71 | 19.7 | 22.5 | 7.0 | 2.8 | 57.9 |
| Fine arts | 411 | 20.0 | 36.5 | 18.8 | 3.6 | 21.2 | 99 | 25.2 | 25.3 | 14.2 | 3.0 | 32.3 |
| Physical education | 707 | 23.9 | 36.5 | 20.1 | 4.2 | 15.3 | 117 | 34.2 | 36.8 | 9.4 | 1.7 | 18.0 |
| Other | 94 | 19.1 | 39.4 | 21.3 | 5.3 | 14.8 | 17 | 41.0 | 17.6 | 17.6 | 5.7 | 17.5 |
| Total vocational | 2303 | 27.7 | 29.7 | 26.8 | 4.6 | 11.2 | 1462 | 44.6 | 25.5 | 12.6 | 1.1 | 16.2 |
| Engineering technology | 256 | 28.5 | 25.4 | 30.1 | 3.9 | 12.2 | 399 | 47.3 | 24.6 | 10.8 | 0.8 | 16.5 |
| Automotive | 188 | 40.4 | 27.7 | 25.0 | 2.7 | 4.3 | 164 | 52.5 | 21.3 | 12.1 | 0.6 | 13.4 |
| Trades | 296 | 24.0 | 18.9 | 39.5 | 8.8 | 8.8 | 87 | 56.3 | 20.7 | 8.0 | 1.1 | 13.7 |
| Graphics | 98 | 40.8 | 25.5 | 15.3 | 2.0 | 16.3 | 58 | 48.3 | 22.4 | 15.5 | - | 13.7 |
| Service trades, police | 57 | 57.9 | 22.8 | 3.5 | 3.5 | 12.3 | 65 | 44.6 | 27.7 | 16.9 | 1.5 | 9.2 |
| Agriculture | 49 | 16.3 | 24.5 | 44.9 | 6.1 | 8.2 | 24 | 58.3 | 16.7 | 16.7 | - | 8.3 |
| Home economics | 350 | 22.9 | 31.4 | 24.9 | 4.3 | 16.5 | 39 | 44.7 | 21.1 | 15.8 | 2.6 | 15.8 |
| Business education | 885 | 23.9 | 35.3 | 25.4 | 4.7 | 10.6 | 392 | 36.5 | 28.8 | 17.4 | 0.8 | 16.6 |
| Distributive education | 81 | 34.5 | 34.6 | 24.7 | 1.2 | 4.9 | 62 | 37.1 | 21.0 | 17.7 | 1.6 | 22.5 |
| Health | 43 | 41.9 | 25.6 | 14.0 | - | 18.6 | 173 | 42.8 | 30.6 | 2.9 | 2.9 | 20.8 |

## TABLE A-46

## RATING OF BREADTH OF VOCATIONAL COURSES BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Above Average | Average | Below Average | Nonexistent | No Opinion | Number | Above Average | Average | Below Average | Nonexistent | No Opinion |
| TOTAL | 8648 | 28.1 | 28.7 | 28.7 | 2.1 | 12.4 | 3001 | 47.7 | 22.3 | 10.9 | 1.5 | 17.6 |
| Total academic | 6345 | 23.8 | 29.2 | 30.9 | 1.8 | 14.3 | 1539 | 39.5 | 23.0 | 13.7 | 2.7 | 21.1 |
| Science | 916 | 23.0 | 28.4 | 35.5 | 2.2 | 10.8 | 327 | 38.2 | 26.3 | 14.1 | 2.4 | 19.0 |
| Mathematics | 901 | 23.9 | 28.7 | 31.2 | 2.4 | 13.8 | 236 | 39.9 | 26.7 | 14.0 | 1.3 | 18.2 |
| Social studies | 1153 | 23.5 | 31.5 | 32.2 | 1.3 | 11.4 | 322 | 39.8 | 19.6 | 16.1 | 3.4 | 21.1 |
| English | 1626 | 24.5 | 28.2 | 29.3 | 1.7 | 16.4 | 350 | 36.0 | 22.9 | 13.7 | 3.1 | 24.3 |
| Foreign language | 537 | 21.0 | 28.9 | 23.1 | 2.8 | 24.2 | 71 | 33.8 | 21.1 | 4.2 | 4.2 | 36.6 |
| Fine arts | 411 | 26.1 | 29.7 | 28.7 | 1.7 | 13.9 | 99 | 40.4 | 19.2 | 16.1 | 1.0 | 23.2 |
| Physical education | 707 | 24.2 | 30.3 | 32.5 | 1.1 | 11.8 | 117 | 61.5 | 22.2 | 8.6 | 3.4 | 10.2 |
| Other | 94 | 23.4 | 24.5 | 36.2 | 3.2 | 12.8 | 17 | 29.2 | 11.8 | 17.6 | 5.7 | 35.3 |
| Total vocational | 2303 | 39.9 | 27.4 | 22.5 | 2.7 | 7.4 | 1462 | 56.1 | 21.9 | 7.8 | 0.2 | 13.9 |
| Engineering | 256 | 44.6 | 20.7 | 23.4 | 3.5 | 7.8 | 399 | 49.1 | 26.8 | 7.3 | 0.8 | 16.1 |
| Automotive | 188 | 54.8 | 22.3 | 18.6 | 0.5 | 3.8 | 164 | 54.3 | 24.4 | 7.9 | - | 13.4 |
| Trades | 296 | 33.1 | 22.3 | 26.7 | 11.1 | 6.8 | 87 | 63.2 | 18.4 | 5.7 | - | 12.6 |
| Graphics | 98 | 53.1 | 17.3 | 14.3 | 5.1 | 10.2 | 58 | 67.3 | 10.3 | 12.0 | - | 10.3 |
| Service trades, police | 57 | 57.9 | 17.3 | 8.8 | - | 15.8 | 65 | 58.5 | 21.5 | 10.8 | - | 9.2 |
| Agriculture | 49 | 28.6 | 26.5 | 40.8 | - | 4.1 | 24 | 45.8 | 33.3 | 8.4 | - | 12.5 |
| Home economics | 350 | 30.8 | 29.7 | 27.4 | 2.3 | 9.7 | 38 | 50.0 | 15.8 | 23.7 | - | 10.6 |
| Business education | 885 | 38.6 | 33.2 | 20.9 | 0.5 | 6.9 | 392 | 60.0 | 19.6 | 6.4 | - | 14.1 |
| Distributive education | 81 | 40.8 | 27.2 | 27.1 | 2.5 | 2.4 | 62 | 48.4 | 22.6 | 11.3 | - | 17.7 |
| Health | 43 | 55.9 | 25.6 | 4.7 | - | 14.0 | 173 | 63.0 | 18.5 | 6.4 | - | 12.1 |

## TABLE A-47

### RATING OF VOCATIONAL COURSES FOR JOB MARKET BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Above Average | Average | Below Average | Nonexistent | No Opinion | Number | Above Average | Average | Below Average | Nonexistent | No Opinion |
| TOTAL | 8648 | 23.6 | 31.3 | 23.5 | 3.1 | 18.4 | 3001 | 51.5 | 21.7 | 6.8 | 1.4 | 18.6 |
| Total academic | 6345 | 18.7 | 31.2 | 25.3 | 3.2 | 21.7 | 1539 | 43.9 | 21.0 | 8.4 | 2.5 | 24.2 |
| Science | 916 | 14.6 | 32.9 | 28.4 | 3.7 | 20.5 | 327 | 47.1 | 22.9 | 8.0 | 1.5 | 20.5 |
| Mathematics | 901 | 19.1 | 31.3 | 25.2 | 2.9 | 21.5 | 236 | 46.1 | 22.5 | 8.5 | 3.0 | 19.9 |
| Social studies | 1153 | 18.6 | 31.7 | 27.8 | 3.6 | 18.3 | 322 | 41.3 | 20.8 | 9.6 | 2.5 | 25.8 |
| English | 1626 | 19.8 | 30.3 | 24.3 | 2.6 | 23.0 | 350 | 38.8 | 20.9 | 8.0 | 2.6 | 29.7 |
| Foreign language | 537 | 15.6 | 30.7 | 17.5 | 2.8 | 33.4 | 71 | 38.0 | 16.9 | 4.2 | 1.2 | 36.6 |
| Fine arts | 411 | 22.2 | 33.1 | 20.7 | 2.9 | 21.2 | 99 | 41.5 | 14.1 | 15.2 | 1.0 | 28.3 |
| Physical education | 707 | 21.0 | 31.3 | 26.2 | 3.0 | 18.7 | 117 | 58.1 | 22.2 | 4.3 | 3.4 | 11.9 |
| Other | 94 | 19.1 | 20.2 | 37.2 | 7.4 | 16.0 | 17 | 47.1 | 11.8 | 11.8 | 5.7 | 23.6 |
| Total vocational | 2303 | 37.3 | 31.5 | 19.0 | 2.9 | 9.5 | 1462 | 59.5 | 22.4 | 5.0 | 0.3 | 12.7 |
| Engineering technology | 256 | 38.7 | 26.2 | 19.5 | 4.7 | 11.0 | 399 | 57.1 | 22.6 | 5.3 | 1.0 | 14.0 |
| Automotive | 188 | 43.2 | 28.7 | 13.3 | 2.1 | 2.7 | 164 | 58.0 | 25.6 | 5.5 | - | 11.0 |
| Trades | 296 | 29.1 | 29.4 | 22.6 | 3.4 | 10.5 | 87 | 64.4 | 21.8 | 2.3 | - | 11.5 |
| Graphics | 98 | 44.8 | 24.5 | 13.2 | 4.1 | 13.3 | 58 | 63.8 | 12.1 | 12.0 | - | 12.0 |
| Service trades, police | 57 | 63.2 | 15.8 | 7.0 | - | 14.0 | 65 | 63.1 | 20.0 | 7.7 | - | 9.3 |
| Agriculture | 49 | 24.5 | 46.9 | 26.5 | - | 2.0 | 24 | 79.2 | 20.8 | - | - | - |
| Home economics | 350 | 24.0 | 32.3 | 26.0 | 4.0 | 13.7 | 38 | 50.0 | 34.2 | 5.2 | - | 10.5 |
| Business education | 885 | 37.9 | 35.1 | 17.8 | 0.8 | 8.2 | 392 | 55.6 | 25.0 | 5.1 | 0.3 | 14.1 |
| Distributive education | 81 | 46.9 | 33.3 | 16.1 | - | 3.7 | 62 | 61.2 | 17.7 | 6.4 | - | 14.5 |
| Health | 43 | 51.1 | 23.3 | 7.0 | - | 18.6 | 173 | 68.7 | 17.3 | 2.3 | - | 11.6 |

## TABLE A-48

### RATING OF VOCATIONAL COURSES FOR FURTHER VOCATIONAL TRAINING BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Above Average | Average | Below Average | Nonexistent | No Opinion | Number | Above Average | Average | Below Average | Nonexistent | No Opinion |
| TOTAL | 8648 | 26.1 | 33.7 | 18.3 | 2.2 | 19.6 | 3001 | 45.9 | 23.2 | 8.8 | 2.0 | 23.5 |
| Total academic | 6345 | 20.8 | 33.9 | 19.8 | 2.2 | 23.3 | 1539 | 37.4 | 22.9 | 6.0 | 3.0 | 30.6 |
| Science | 916 | 18.7 | 35.0 | 22.5 | 2.4 | 21.4 | 327 | 40.0 | 23.2 | 7.7 | 2.1 | 26.9 |
| Mathematics | 901 | 20.8 | 35.7 | 18.6 | 2.1 | 22.8 | 236 | 37.8 | 28.0 | 5.5 | 3.8 | 25.0 |
| Social studies | 1153 | 19.8 | 35.0 | 21.7 | 2.4 | 21.7 | 322 | 37.6 | 21.4 | 6.9 | 3.4 | 31.4 |
| English | 1626 | 21.5 | 33.1 | 18.2 | 1.9 | 25.2 | 350 | 31.5 | 21.1 | 5.2 | 4.2 | 38.9 |
| Foreign language | 537 | 17.7 | 30.0 | 16.0 | 2.0 | 34.3 | 71 | 35.2 | 19.7 | - | 2.8 | 40.8 |
| Fine arts | 411 | 23.8 | 33.1 | 17.5 | 2.4 | 23.1 | 99 | 36.4 | 19.2 | 7.1 | 1.0 | 36.3 |
| Physical education | 707 | 23.6 | 35.1 | 21.1 | 2.4 | 17.8 | 117 | 50.5 | 27.4 | 4.3 | 3.4 | 14.5 |
| Other | 94 | 21.3 | 21.3 | 33.0 | 4.3 | 20.2 | 17 | 35.2 | 11.8 | 17.6 | 5.7 | 29.4 |
| Total vocational | 2303 | 41.2 | 33.3 | 13.8 | 2.3 | 9.5 | 1462 | 54.7 | 23.4 | 4.8 | 1.0 | 16.2 |
| Engineering technology | 256 | 42.6 | 27.0 | 17.9 | 3.5 | 9.0 | 399 | 52.4 | 25.3 | 4.1 | 1.8 | 16.6 |
| Automotive | 188 | 56.9 | 26.1 | 11.2 | 2.1 | 3.7 | 164 | 55.5 | 26.2 | 5.5 | 0.6 | 12.2 |
| Trades | 296 | 35.1 | 32.4 | 15.9 | 7.8 | 8.8 | 87 | 64.4 | 23.0 | 2.2 | - | 10.3 |
| Graphics | 98 | 51.0 | 25.5 | 5.1 | 4.1 | 14.3 | 58 | 62.0 | 13.8 | 6.9 | - | 17.2 |
| Service trades, police | 57 | 50.9 | 22.8 | 12.3 | - | 14.0 | 65 | 63.0 | 26.2 | 3.1 | - | 7.7 |
| Agriculture | 49 | 30.6 | 42.9 | 24.5 | - | 2.0 | 24 | 79.2 | 8.3 | - | 4.2 | 8.4 |
| Home economics | 350 | 28.9 | 36.6 | 18.0 | 2.0 | 14.6 | 38 | 52.7 | 23.7 | 7.9 | - | 15.8 |
| Business education | 885 | 41.8 | 37.2 | 12.1 | 0.3 | 8.6 | 392 | 54.6 | 23.7 | 4.6 | 0.8 | 16.4 |
| Distributive education | 81 | 49.4 | 33.3 | 11.1 | 2.5 | 3.7 | 62 | 43.6 | 22.6 | 8.0 | - | 25.8 |
| Health | 43 | 53.5 | 20.9 | 7.0 | - | 18.6 | 173 | 49.7 | 20.2 | 5.7 | 1.7 | 22.5 |

TABLE A-49

RATING OF BOARD OF EDUCATION SUPPORT FOR INNOVATIONS IN VOCATIONAL PROGRAMS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Above Average | Average | Below Average | Nonexistent | No Opinion | Number | Above Average | Average | Below Average | Nonexistent | No Opinion |
| TOTAL | 8648 | 24.2 | 31.5 | 18.6 | 2.6 | 23.0 | 3001 | 38.2 | 22.2 | 8.4 | 2.8 | 28.4 |
| Total academic | 6345 | 22.2 | 31.1 | 18.1 | 2.7 | 25.8 | 1539 | 37.6 | 19.1 | 8.0 | 3.5 | 31.7 |
| Science | 916 | 22.6 | 30.6 | 20.0 | 2.9 | 24.0 | 327 | 36.7 | 20.8 | 7.6 | 3.1 | 31.8 |
| Mathematics | 901 | 20.3 | 35.0 | 14.8 | 3.2 | 26.7 | 236 | 35.6 | 22.5 | 8.5 | 3.0 | 30.5 |
| Social studies | 1153 | 20.9 | 32.6 | 21.1 | 2.6 | 22.7 | 322 | 39.8 | 18.6 | 10.5 | 3.7 | 27.3 |
| English | 1626 | 22.4 | 28.3 | 18.1 | 2.9 | 28.3 | 350 | 35.4 | 16.0 | 7.4 | 3.4 | 37.7 |
| Foreign language | 537 | 21.6 | 29.4 | 13.0 | 1.9 | 34.0 | 71 | 31.0 | 15.5 | - | 7.0 | 46.4 |
| Fine arts | 411 | 25.5 | 27.7 | 20.2 | 2.4 | 24.1 | 99 | 44.5 | 19.2 | 6.0 | 2.0 | 28.3 |
| Physical education | 707 | 24.1 | 33.9 | 17.5 | 2.3 | 22.2 | 117 | 45.3 | 19.7 | 10.3 | 3.4 | 21.4 |
| Other | 94 | 22.3 | 31.9 | 20.2 | 2.1 | 23.4 | 17 | 23.6 | 23.6 | 17.5 | 23.5 | 11.8 |
| Total vocational | 2303 | 29.8 | 32.8 | 20.0 | 2.4 | 15.0 | 1462 | 38.8 | 25.4 | 8.8 | 2.1 | 25.0 |
| Engineering technology | 256 | 33.6 | 24.6 | 24.6 | 3.1 | 14.1 | 399 | 29.3 | 29.6 | 8.5 | 3.5 | 29.1 |
| Automotive | 188 | 31.9 | 29.3 | 26.1 | 3.2 | 9.5 | 164 | 31.7 | 28.7 | 14.7 | 1.8 | 23.1 |
| Trades | 296 | 20.2 | 33.4 | 27.7 | 5.1 | 13.5 | 87 | 31.0 | 33.3 | 9.2 | 3.4 | 23.0 |
| Graphics | 98 | 32.6 | 28.6 | 20.4 | 4.1 | 14.3 | 58 | 46.6 | 22.4 | 10.3 | 1.7 | 18.9 |
| Service trades, police | 57 | 36.9 | 22.8 | 14.1 | 1.8 | 24.6 | 65 | 44.6 | 21.5 | 12.3 | 1.5 | 20.0 |
| Agriculture | 49 | 30.6 | 34.7 | 26.5 | 4.1 | 4.0 | 24 | 41.6 | 16.7 | 8.3 | 4.2 | 19.2 |
| Home economics | 350 | 29.7 | 30.6 | 17.4 | 1.4 | 20.8 | 38 | 50.0 | 34.2 | 5.3 | - | 10.6 |
| Business education | 885 | 30.1 | 36.9 | 16.7 | 1.4 | 14.9 | 392 | 41.8 | 23.0 | 8.5 | 1.0 | 25.8 |
| Distributive education | 81 | 34.5 | 42.0 | 14.8 | 2.5 | 6.2 | 62 | 46.8 | 19.4 | 6.5 | 1.6 | 25.9 |
| Health | 43 | 37.2 | 30.2 | 9.4 | - | 23.3 | 173 | 53.2 | 17.9 | 4.6 | 1.2 | 23.1 |

## TABLE A-50

### RATING OF SCHOOL'S ACADEMIC COUNSELING BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Above Average | Average | Below Average | Nonexistent | No Opinion | Number | Above Average | Average | Below Average | Nonexistent | No Opinion |
| TOTAL | 8648 | 33.7 | 38.8 | 18.8 | 0.7 | 8.0 | 3001 | 29.4 | 36.5 | 16.9 | 1.5 | 15.8 |
| Total academic | 6345 | 33.6 | 38.8 | 19.9 | 0.6 | 7.1 | 1539 | 31.3 | 36.8 | 19.4 | 0.6 | 12.0 |
| Science | 916 | 31.8 | 38.1 | 23.6 | 0.9 | 5.7 | 327 | 31.2 | 39.4 | 19.3 | 0.6 | 9.5 |
| Mathematics | 901 | 31.6 | 39.3 | 21.0 | 0.6 | 7.6 | 236 | 32.1 | 43.6 | 17.4 | 1.7 | 13.1 |
| Social studies | 1153 | 31.8 | 40.1 | 20.9 | 0.9 | 6.4 | 322 | 29.2 | 33.9 | 23.9 | 0.3 | 12.7 |
| English | 1626 | 32.6 | 39.2 | 20.6 | 0.7 | 6.8 | 350 | 34.0 | 32.9 | 20.0 | 0.3 | 12.9 |
| Foreign language | 537 | 39.1 | 36.5 | 16.4 | - | 8.0 | 71 | 33.8 | 31.0 | 19.8 | - | 15.5 |
| Fine arts | 411 | 34.3 | 39.4 | 15.6 | - | 10.7 | 99 | 35.3 | 34.3 | 15.2 | 1.0 | 14.1 |
| Physical education | 707 | 38.7 | 37.8 | 16.4 | 0.3 | 6.8 | 117 | 39.3 | 40.2 | 14.5 | - | 6.0 |
| Other | 94 | 38.3 | 37.2 | 13.8 | 1.1 | 9.5 | 17 | 29.2 | 41.2 | 5.7 | - | 23.3 |
| Total vocational | 2303 | 34.0 | 38.9 | 15.7 | 1.0 | 10.3 | 1462 | 27.4 | 36.1 | 14.2 | 2.5 | 19.9 |
| Engineering technology | 256 | 26.5 | 37.5 | 17.6 | 2.3 | 16.0 | 399 | 22.6 | 35.3 | 18.1 | 2.0 | 22.1 |
| Automotive | 188 | 30.3 | 42.0 | 15.4 | 1.1 | 11.1 | 164 | 21.4 | 42.1 | 8.5 | 4.3 | 23.8 |
| Trades | 296 | 29.1 | 41.2 | 15.5 | 1.0 | 13.1 | 87 | 21.8 | 36.8 | 6.9 | 4.6 | 29.9 |
| Graphics | 98 | 36.7 | 36.7 | 13.2 | 1.0 | 12.2 | 58 | 34.5 | 31.0 | 13.7 | 1.7 | 19.0 |
| Service trades, police | 57 | 31.6 | 33.3 | 12.3 | 3.5 | 19.3 | 65 | 29.3 | 33.8 | 20.0 | 1.5 | 15.4 |
| Agriculture | 49 | 34.7 | 30.6 | 22.4 | 2.0 | 10.2 | 24 | 75.0 | 4.2 | 12.5 | 4.2 | 4.2 |
| Home economics | 350 | 38.6 | 40.0 | 14.9 | 0.3 | 8.3 | 38 | 31.6 | 42.1 | 10.5 | - | 15.8 |
| Business education | 885 | 37.3 | 38.3 | 16.3 | 0.2 | 7.9 | 392 | 28.9 | 38.0 | 14.6 | 2.6 | 16.1 |
| Distributive education | 81 | 37.0 | 35.8 | 22.2 | 3.7 | 1.2 | 62 | 32.3 | 37.1 | 11.3 | 1.6 | 17.8 |
| Health | 43 | 13.9 | 51.2 | 11.6 | 2.3 | 20.9 | 173 | 31.2 | 32.9 | 13.9 | 1.7 | 20.2 |

## TABLE A-51

### RATING OF SCHOOL'S ACADEMIC PLACEMENT BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Above Average | Average | Below Average | Nonexistent | No Opinion | Number | Above Average | Average | Below Average | Nonexistent | No Opinion |
| TOTAL | 8648 | 31.8 | 39.0 | 12.8 | 1.4 | 14.9 | 3001 | 22.6 | 34.9 | 11.0 | 4.6 | 27.0 |
| Total academic | 6345 | 32.9 | 39.4 | 13.3 | 1.3 | 13.1 | 1539 | 24.9 | 35.2 | 12.6 | 3.4 | 23.9 |
| Science | 916 | 30.8 | 41.7 | 15.0 | 1.5 | 10.9 | 327 | 24.4 | 38.5 | 10.7 | 3.7 | 22.6 |
| Mathematics | 901 | 30.9 | 40.1 | 14.7 | 1.8 | 13.4 | 236 | 20.7 | 38.6 | 13.1 | 3.8 | 23.7 |
| Social studies | 1153 | 31.3 | 42.5 | 14.1 | 1.0 | 11.2 | 322 | 23.2 | 32.9 | 17.4 | 4.3 | 22.0 |
| English | 1626 | 33.2 | 36.7 | 14.4 | 1.5 | 14.3 | 350 | 25.7 | 33.1 | 14.0 | 1.7 | 25.5 |
| Foreign language | 537 | 35.7 | 36.7 | 10.2 | - | 17.3 | 71 | 23.9 | 29.6 | 11.2 | 1.4 | 33.8 |
| Fine arts | 411 | 33.8 | 39.4 | 9.5 | 1.2 | 16.1 | 99 | 28.3 | 27.3 | 7.1 | 6.1 | 31.4 |
| Physical education | 707 | 37.3 | 38.6 | 11.5 | 1.6 | 11.0 | 117 | 44.2 | 41.9 | 6.0 | 3.4 | 14.5 |
| Other | 94 | 36.1 | 38.3 | 8.5 | 1.1 | 16.0 | 17 | 23.5 | 35.3 | 5.7 | - | 35.2 |
| Total vocational | 2303 | 28.8 | 37.9 | 11.7 | 1.9 | 19.8 | 1462 | 20.0 | 34.6 | 9.3 | 6.0 | 30.1 |
| Engineering technology | 256 | 25.0 | 34.0 | 9.8 | 3.1 | 28.1 | 399 | 20.6 | 32.8 | 10.6 | 5.0 | 31.1 |
| Automotive | 188 | 22.4 | 37.8 | 15.4 | 1.6 | 22.9 | 164 | 14.7 | 38.4 | 6.1 | 7.3 | 33.5 |
| Trades | 296 | 22.9 | 34.8 | 16.2 | 1.7 | 24.3 | 87 | 12.6 | 33.3 | 6.9 | 6.9 | 40.2 |
| Graphics | 98 | 23.5 | 39.8 | 9.2 | 2.0 | 25.5 | 58 | 17.2 | 20.7 | 17.3 | 12.1 | 32.7 |
| Service trades, police | 57 | 14.0 | 28.1 | 10.5 | 5.3 | 42.1 | 65 | 18.4 | 24.6 | 10.7 | 6.2 | 40.0 |
| Agriculture | 49 | 20.4 | 46.9 | 10.2 | 6.1 | 16.4 | 24 | 45.9 | 29.2 | 4.2 | 4.2 | 16.7 |
| Home economics | 350 | 36.3 | 36.0 | 7.4 | 1.4 | 18.9 | 38 | 29.0 | 36.8 | 7.9 | 2.6 | 23.7 |
| Business education | 885 | 32.6 | 40.5 | 11.6 | 1.4 | 13.9 | 392 | 20.9 | 38.0 | 10.5 | 6.6 | 23.9 |
| Distributive education | 81 | 29.7 | 43.2 | 14.8 | 1.2 | 9.1 | 62 | 27.5 | 29.0 | 12.9 | 4.8 | 25.8 |
| Health | 43 | 16.3 | 34.9 | 13.9 | 2.3 | 32.5 | 173 | 19.1 | 38.7 | 4.7 | 4.0 | 33.5 |

## TABLE A-52

### RATING OF BREADTH OF ACADEMIC COURSES BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Above Average | Average | Below Average | Nonexistent | No Opinion | Number | Above Average | Average | Below Average | Nonexistent | No Opinion |
| TOTAL | 8648 | 46.0 | 36.4 | 8.6 | 0.4 | 8.5 | 3001 | 42.3 | 33.5 | 8.1 | 1.8 | 14.2 |
| Total academic | 6345 | 46.5 | 36.3 | 9.6 | 0.2 | 7.4 | 1539 | 47.0 | 33.5 | 9.1 | 0.3 | 10.1 |
| Science | 916 | 26.8 | 38.6 | 8.6 | 0.2 | 5.7 | 327 | 50.8 | 31.5 | 8.6 | 0.6 | 8.6 |
| Mathematics | 901 | 50.7 | 34.1 | 7.5 | - | 7.8 | 236 | 34.1 | 33.5 | 8.0 | 1.3 | 13.1 |
| Social studies | 1153 | 42.5 | 40.3 | 11.0 | 0.3 | 5.8 | 322 | 45.6 | 33.9 | 10.6 | - | 10.0 |
| English | 1626 | 43.7 | 35.9 | 13.8 | 0.2 | 6.4 | 350 | 41.2 | 38.0 | 11.4 | - | 9.4 |
| Foreign language | 537 | 51.8 | 32.2 | 4.9 | - | 11.2 | 71 | 46.5 | 26.8 | 9.9 | - | 16.9 |
| Fine arts | 411 | 47.4 | 34.1 | 6.8 | 0.2 | 11.4 | 99 | 51.6 | 35.4 | 5.1 | - | 8.1 |
| Physical education | 707 | 48.9 | 35.2 | 7.2 | 0.1 | 8.5 | 117 | 62.4 | 27.4 | 4.3 | - | 6.0 |
| Other | 94 | 46.8 | 33.0 | 9.6 | - | 10.7 | 17 | 35.2 | 35.3 | 5.7 | - | 23.6 |
| Total vocational | 2303 | 44.7 | 36.6 | 6.1 | 1.0 | 11.6 | 1462 | 37.6 | 33.4 | 7.2 | 3.4 | 18.6 |
| Engineering technoloby | 256 | 38.7 | 32.4 | 7.1 | 3.5 | 18.9 | 399 | 34.3 | 36.4 | 6.8 | 13.5 | 18.6 |
| Automotive | 188 | 43.1 | 36.7 | 8.0 | 1.1 | 11.2 | 164 | 26.9 | 38.4 | 6.7 | 4.9 | 23.2 |
| Trades | 296 | 40.5 | 38.5 | 5.8 | 1.4 | 14.0 | 87 | 27.5 | 33.3 | 5.7 | 5.7 | 27.6 |
| Graphics | 98 | 42.9 | 35.7 | 9.2 | - | 12.2 | 58 | 34.5 | 27.6 | 15.5 | 1.7 | 20.7 |
| Service trades, police | 57 | 15.8 | 40.4 | 10.5 | 5.3 | 28.1 | 65 | 37.0 | 24.6 | 13.9 | 3.1 | 21.6 |
| Agriculture | 49 | 42.9 | 42.9 | 4.0 | 2.0 | 8.2 | 24 | 33.3 | 54.2 | - | - | 12.5 |
| Home economics | 350 | 50.6 | 34.3 | 5.1 | - | 10.0 | 38 | 50.0 | 28.9 | 5.3 | - | 15.8 |
| Business education | 885 | 48.0 | 38.1 | 5.2 | 0.3 | 8.4 | 392 | 50.4 | 29.6 | 6.6 | 3.6 | 14.6 |
| Distributive education | 81 | 56.8 | 28.4 | 7.4 | 2.5 | 4.9 | 62 | 46.8 | 29.0 | 4.8 | - | 17.8 |
| Health | 43 | 23.3 | 44.2 | 4.7 | - | 27.9 | 173 | 36.4 | 34.7 | 6.4 | 3.5 | 19.1 |

## TABLE A-53

## RATING OF ACADEMIC COURSES FOR A STATE COLLEGE BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Above Average | Average | Below Average | Nonexistent | No Opinion | Number | Above Average | Average | Below Average | Nonexistent | No Opinion |
| TOTAL | 8648 | 51.7 | 33.1 | 6.0 | 0.4 | 8.7 | 3001 | 47.6 | 25.8 | 6.2 | 3.2 | 17.1 |
| Total academic | 6345 | 53.4 | 33.2 | 6.0 | 0.2 | 7.3 | 1539 | 59.0 | 25.2 | 5.2 | 0.8 | 9.8 |
| Science | 916 | 55.7 | 32.4 | 5.8 | 0.2 | 5.9 | 327 | 57.5 | 25.1 | 6.1 | 0.3 | 11.0 |
| Mathematics | 901 | 57.5 | 30.9 | 4.2 | 0.3 | 7.1 | 236 | 51.7 | 26.3 | 7.7 | 3.8 | 10.6 |
| Social studies | 1153 | 51.7 | 36.0 | 6.6 | - | 5.7 | 322 | 63.6 | 21.7 | 5.6 | 0.3 | 8.7 |
| English | 1626 | 49.6 | 34.6 | 8.2 | 0.2 | 7.5 | 350 | 55.1 | 20.6 | 4.8 | 0.3 | 9.2 |
| Foreign language | 537 | 56.3 | 31.5 | 2.4 | 0.2 | 9.7 | 71 | 64.7 | 21.1 | 2.8 | - | 11.2 |
| Fine arts | 411 | 54.5 | 29.9 | 5.4 | - | 10.2 | 99 | 64.7 | 22.2 | 3.0 | - | 10.1 |
| Physical education | 707 | 54.4 | 32.8 | 6.0 | 0.1 | 6.8 | 117 | 69.2 | 23.1 | 2.6 | - | 5.1 |
| Other | 94 | 52.1 | 29.8 | 2.1 | 1.1 | 14.9 | 17 | 47.0 | 17.6 | - | - | 35.2 |
| Total vocational | 2303 | 47.2 | 32.8 | 6.3 | 1.1 | 12.6 | 1462 | 35.8 | 26.4 | 7.1 | 5.8 | 24.8 |
| Engineering technology | 256 | 37.5 | 31.3 | 10.6 | 3.1 | 17.6 | 399 | 33.1 | 27.3 | 10.3 | 4.8 | 24.6 |
| Automotive | 188 | 38.3 | 34.0 | 10.6 | 1.6 | 15.5 | 164 | 21.9 | 26.2 | 9.2 | 7.9 | 34.7 |
| Trades | 296 | 42.6 | 34.8 | 6.1 | 1.7 | 14.9 | 87 | 18.4 | 21.8 | 9.1 | 6.9 | 43.6 |
| Graphics | 98 | 38.8 | 32.7 | 13.2 | - | 15.3 | 58 | 39.7 | 20.8 | 10.3 | 6.9 | 22.4 |
| Service trades, police | 57 | 19.3 | 42.1 | 12.3 | 5.3 | 21.0 | 65 | 35.4 | 33.8 | 4.6 | 4.6 | 21.5 |
| Agriculture | 49 | 46.9 | 40.8 | 2.0 | 2.0 | 8.2 | 24 | 54.2 | 25.0 | 12.5 | - | 8.4 |
| Home economics | 350 | 56.6 | 29.7 | 3.7 | - | 10.0 | 38 | 55.2 | 21.1 | 2.6 | 7.9 | 13.2 |
| Business education | 885 | 53.6 | 33.1 | 3.5 | 0.5 | 9.4 | 392 | 43.6 | 27.6 | 5.1 | 6.9 | 16.9 |
| Distributive education | 81 | 53.1 | 28.4 | 11.1 | 1.2 | 6.2 | 62 | 40.4 | 32.3 | 3.2 | 1.6 | 22.6 |
| Health | 43 | 16.3 | 27.9 | 13.9 | - | 41.9 | 173 | 36.4 | 22.5 | 3.5 | 5.2 | 32.4 |

## TABLE A-54

## RATING OF ACADEMIC COURSES FOR A MAJOR UNIVERSITY BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Above Average | Average | Below Average | Nonexistent | No Opinion | Number | Above Average | Average | Below Average | Nonexistent | No Opinion |
| TOTAL | 8648 | 44.2 | 32.9 | 13.2 | 0.8 | 8.9 | 3001 | 40.1 | 25.7 | 12.9 | 3.5 | 17.9 |
| Total academic | 6345 | 45.7 | 32.9 | 13.6 | 0.5 | 7.2 | 1539 | 49.7 | 27.1 | 12.2 | 1.0 | 10.0 |
| Science | 916 | 47.9 | 32.1 | 14.2 | 0.4 | 5.4 | 327 | 47.7 | 29.7 | 10.4 | 0.9 | 11.4 |
| Mathematics | 901 | 47.8 | 33.4 | 10.2 | 0.9 | 7.6 | 236 | 47.0 | 22.9 | 15.7 | 3.8 | 10.6 |
| Social studies | 1153 | 45.7 | 33.3 | 14.7 | 0.5 | 5.8 | 322 | 53.8 | 23.0 | 13.9 | 0.6 | 8.7 |
| English | 1626 | 40.6 | 33.1 | 18.6 | 0.6 | 7.2 | 350 | 46.0 | 30.0 | 14.6 | 0.3 | 9.2 |
| Foreign language | 537 | 48.6 | 33.9 | 8.4 | - | 9.1 | 71 | 42.3 | 39.4 | 7.0 | - | 11.2 |
| Fine arts | 411 | 47.7 | 29.7 | 11.7 | 0.2 | 10.7 | 99 | 51.5 | 31.3 | 5.0 | - | 12.1 |
| Physical education | 707 | 48.7 | 33.9 | 9.8 | 0.3 | 7.4 | 117 | 64.1 | 22.2 | 7.7 | - | 6.0 |
| Other | 94 | 46.8 | 28.7 | 7.4 | 1.1 | 16.0 | 17 | 47.0 | 11.8 | 11.8 | 5.7 | 23.6 |
| Total vocational | 2303 | 40.0 | 33.0 | 12.1 | 1.4 | 13.5 | 1462 | 29.9 | 24.2 | 13.5 | 6.1 | 26.2 |
| Engineering technology | 256 | 28.9 | 32.4 | 15.2 | 4.3 | 19.2 | 399 | 28.8 | 22.6 | 17.5 | 5.0 | 26.0 |
| Automotive | 188 | 30.4 | 32.4 | 18.6 | 2.7 | 16.0 | 164 | 15.2 | 23.8 | 16.5 | 9.1 | 35.4 |
| Trades | 296 | 34.8 | 36.5 | 11.1 | 1.7 | 15.9 | 87 | 12.6 | 19.5 | 12.6 | 9.2 | 45.9 |
| Graphics | 98 | 32.7 | 30.6 | 19.3 | - | 17.3 | 58 | 32.8 | 22.4 | 15.5 | 5.2 | 24.2 |
| Service trades, police | 57 | 17.5 | 24.6 | 24.0 | 5.3 | 24.5 | 65 | 26.2 | 29.2 | 15.3 | 6.2 | 23.1 |
| Agriculture | 49 | 42.8 | 40.8 | 6.1 | 2.0 | 8.2 | 24 | 45.8 | 33.3 | 8.4 | - | 12.5 |
| Home economics | 350 | 48.2 | 31.7 | 8.8 | - | 11.1 | 38 | 47.4 | 26.3 | 5.2 | 7.9 | 13.2 |
| Business education | 885 | 46.6 | 33.3 | 9.6 | 0.7 | 9.9 | 392 | 37.5 | 27.0 | 10.2 | 6.6 | 18.6 |
| Distributive education | 81 | 50.7 | 30.9 | 12.3 | 1.2 | 4.2 | 62 | 32.3 | 27.4 | 16.1 | 1.6 | 22.6 |
| Health | 43 | 9.0 | 27.9 | 18.6 | 2.3 | 44.2 | 173 | 31.8 | 20.2 | 9.2 | 5.2 | 33.6 |

### TABLE A-55

### RATING OF BOARD OF EDUCATION SUPPORT FOR INNOVATIONS IN ACADEMIC PROGRAMS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Above Average | Average | Below Average | Nonexistent | No Opinion | Number | Above Average | Average | Below Average | Nonexistent | No Opinion |
| TOTAL | 8648 | 56.1 | 2.0 | 11.3 | 1.2 | 19.3 | 3001 | 54.5 | 1.8 | 8.3 | 4.4 | 31.4 |
| Total academic | 6345 | 64.4 | 2.1 | 13.4 | 1.4 | 18.7 | 1539 | 55.4 | 2.1 | 11.1 | 3.8 | 27.5 |
| Science | 916 | 64.5 | 2.3 | 14.9 | 1.9 | 16.4 | 327 | 56.3 | 2.8 | 9.2 | 4.0 | 27.8 |
| Mathematics | 901 | 67.7 | 2.1 | 9.4 | 1.2 | 19.6 | 236 | 55.1 | 3.8 | 8.1 | 5.5 | 27.5 |
| Social studies | 1153 | 64.9 | 1.6 | 16.4 | 1.2 | 15.9 | 322 | 53.7 | 2.2 | 15.8 | 3.7 | 24.6 |
| English | 1626 | 59.9 | 2.5 | 15.8 | 2.0 | 20.0 | 350 | 51.5 | 1.4 | 10.5 | 3.7 | 32.9 |
| Foreign language | 537 | 63.1 | 2.2 | 10.6 | 0.6 | 23.5 | 71 | 56.4 | - | 4.2 | 2.0 | 32.4 |
| Fine arts | 411 | 63.8 | 1.9 | 13.6 | 1.2 | 19.5 | 99 | 47.6 | 3.0 | 15.1 | 1.0 | 23.2 |
| Physical education | 707 | 71.0 | 2.1 | 8.7 | 0.6 | 17.7 | 117 | 67.5 | - | 12.8 | 0.9 | 18.8 |
| Other | 94 | 67.0 | 1.1 | 9.6 | 1.1 | 21.3 | 17 | 52.9 | - | 5.7 | 5.7 | 35.3 |
| Total vocational | 2303 | 70.8 | 1.7 | 5.8 | 0.9 | 20.7 | 1462 | 53.7 | 1.4 | 5.3 | 5.0 | 34.6 |
| Engineering technology | 256 | 62.9 | 2.7 | 6.7 | 2.3 | 25.4 | 399 | 48.4 | 2.0 | 5.5 | 6.3 | 37.8 |
| Automotive | 188 | 69.1 | 1.1 | 6.4 | 0.5 | 22.8 | 164 | 48.8 | 1.2 | 5.5 | 6.1 | 38.4 |
| Trades | 296 | 70.9 | 1.7 | 4.0 | 1.0 | 22.3 | 87 | 43.7 | 1.1 | 3.4 | 9.2 | 42.5 |
| Graphics | 98 | 64.2 | 4.1 | 7.2 | 1.0 | 23.5 | 58 | 60.3 | 1.7 | 6.9 | 5.2 | 25.9 |
| Service trades, police | 57 | 56.2 | 1.8 | 7.0 | 1.8 | 33.3 | 65 | 52.3 | - | 7.7 | 3.1 | 36.9 |
| Agriculture | 49 | 77.6 | 4.1 | 2.0 | 4.1 | 12.3 | 24 | 58.4 | - | 4.2 | 4.2 | 33.4 |
| Home economics | 350 | 75.7 | 0.6 | 4.9 | - | 18.9 | 38 | 73.7 | 5.3 | 2.6 | 2.6 | 15.8 |
| Business education | 885 | 72.8 | 1.9 | 6.1 | 0.6 | 18.6 | 392 | 59.2 | 0.8 | 5.4 | 3.6 | 31.1 |
| Distributive education | 81 | 80.2 | - | 8.6 | 1.2 | 9.9 | 62 | 56.4 | 1.6 | 4.8 | 3.2 | 33.9 |
| Health | 43 | 53.5 | - | 7.0 | - | 39.5 | 173 | 55.5 | 1.2 | 4.6 | 4.0 | 34.6 |

## TABLE A-56

### RATING OF FOLLOWUP STUDIES OF VOCATIONAL GRADUATES BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Above Average | Average | Below Average | Nonexistent | No Opinion | Number | Above Average | Average | Below Average | Nonexistent | No Opinion |
| TOTAL | 8648 | 11.4 | 23.8 | 28.1 | 11.6 | 27.6 | 3001 | 22.1 | 22.2 | 18.2 | 6.8 | 30.9 |
| Total academic | 6345 | 10.1 | 23.1 | 24.2 | 10.9 | 31.8 | 1539 | 19.5 | 19.4 | 16.3 | 8.0 | 36.8 |
| Science | 916 | 9.1 | 23.6 | 25.9 | 13.1 | 28.0 | 327 | 20.5 | 19.3 | 16.8 | 7.6 | 35.8 |
| Mathematics | 901 | 9.4 | 23.3 | 25.2 | 10.9 | 31.6 | 236 | 17.8 | 19.5 | 22.5 | 5.1 | 35.2 |
| Social studies | 1153 | 10.5 | 23.8 | 25.5 | 12.4 | 28.3 | 322 | 17.1 | 21.4 | 18.0 | 11.2 | 32.3 |
| English | 1626 | 10.1 | 21.7 | 22.7 | 10.8 | 35.3 | 350 | 20.2 | 16.0 | 14.0 | 6.6 | 43.2 |
| Foreign language | 537 | 10.5 | 23.1 | 16.4 | 6.1 | 44.0 | 71 | 15.5 | 16.9 | 4.2 | 8.5 | 54.9 |
| Fine arts | 411 | 12.5 | 23.4 | 21.1 | 10.9 | 31.1 | 99 | 24.3 | 19.2 | 9.1 | 8.1 | 39.4 |
| Physical education | 707 | 12.4 | 23.9 | 28.0 | 9.3 | 26.2 | 117 | 24.8 | 23.9 | 18.0 | 10.3 | 23.1 |
| Other | 94 | 5.3 | 22.3 | 32.0 | 13.8 | 24.5 | 17 | 11.4 | 35.3 | 11.8 | 5.7 | 35.3 |
| Total vocational | 2303 | 14.8 | 25.8 | 29.7 | 13.2 | 16.3 | 1462 | 24.6 | 25.2 | 20.1 | 5.5 | 24.5 |
| Engineering technology | 256 | 11.8 | 23.8 | 28.9 | 16.0 | 19.5 | 399 | 24.1 | 22.6 | 21.3 | 5.5 | 26.5 |
| Automotive | 188 | 26.6 | 28.2 | 30.3 | 5.9 | 9.0 | 164 | 21.1 | 28.7 | 15.3 | 4.3 | 20.7 |
| Trades | 296 | 12.9 | 19.6 | 35.4 | 8.6 | 13.5 | 87 | 34.5 | 27.6 | 20.6 | 3.4 | 13.7 |
| Graphics | 98 | 34.4 | 25.5 | 17.4 | 14.3 | 18.4 | 58 | 31.0 | 25.9 | 22.4 | 3.4 | 17.2 |
| Service trades, police | 57 | 28.1 | 28.1 | 21.0 | 5.3 | 17.5 | 65 | 29.2 | 16.9 | 29.2 | 4.6 | 20.0 |
| Agriculture | 49 | 16.3 | 32.7 | 42.9 | 2.0 | 6.1 | 24 | 41.7 | 20.8 | 20.8 | - | 16.7 |
| Home economics | 350 | 11.7 | 25.7 | 26.6 | 9.7 | 26.3 | 38 | 26.3 | 26.3 | 21.1 | 2.6 | 23.7 |
| Business education | 885 | 11.9 | 26.3 | 31.3 | 15.5 | 15.1 | 392 | 15.6 | 27.3 | 23.7 | 7.9 | 25.8 |
| Distributive education | 81 | 22.2 | 39.5 | 22.2 | 12.3 | 3.7 | 62 | 19.4 | 14.5 | 25.8 | 8.1 | 32.3 |
| Health | 43 | 27.9 | 23.3 | 21.0 | 2.3 | 25.6 | 173 | 30.6 | 29.5 | 7.6 | 3.5 | 28.9 |

## TABLE A-57

### RATING OF FOLLOW-UP STUDIES OF ACADEMIC GRADUATES BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | | POSTSECONDARY TEACHERS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Above Average | Average | Below Average | Nonexistent | No Opinion | Number | Above Average | Average | Below Average | Nonexistent | No Opinion |
| TOTAL | 8648 | 19.3 | 30.4 | 18.4 | 6.6 | 15.2 | 3001 | 25.7 | 22.5 | 15.4 | 8.1 | 34.1 |
| Total academic | 6345 | 20.1 | 30.1 | 18.3 | 6.3 | 15.2 | 1539 | 24.6 | 21.4 | 16.4 | 6.3 | 31.4 |
| Science | 916 | 18.4 | 33.0 | 20.1 | 7.5 | 21.1 | 327 | 25.4 | 21.1 | 15.3 | 2.3 | 30.9 |
| Mathematics | 901 | 18.1 | 31.2 | 19.0 | 5.4 | 26.2 | 236 | 20.3 | 21.2 | 17.8 | 8.1 | 32.6 |
| Social studies | 1153 | 19.9 | 30.5 | 19.6 | 7.2 | 22.8 | 322 | 22.9 | 21.4 | 20.5 | 6.8 | 28.3 |
| English | 1626 | 18.0 | 28.7 | 18.8 | 6.4 | 28.3 | 350 | 23.7 | 18.6 | 15.1 | 5.1 | 37.4 |
| Foreign language | 537 | 24.9 | 26.8 | 13.2 | 3.0 | 32.0 | 71 | 23.9 | 28.2 | 5.6 | 7.0 | 35.2 |
| Fine arts | 411 | 26.1 | 26.8 | 14.8 | 8.0 | 24.3 | 99 | 31.3 | 16.2 | 16.2 | 3.0 | 33.3 |
| Physical education | 707 | 23.4 | 31.3 | 17.7 | 5.1 | 22.5 | 117 | 34.2 | 27.4 | 18.0 | 4.3 | 16.2 |
| Other | 94 | 22.3 | 34.0 | 17.0 | 7.4 | 19.1 | 17 | 17.5 | 41.2 | - | 5.7 | 35.3 |
| Total vocational | 2303 | 16.8 | 31.3 | 18.9 | 7.6 | 25.5 | 1462 | 14.8 | 23.6 | 14.4 | 10.1 | 37.1 |
| Engineering technology | 256 | 11.3 | 29.3 | 16.4 | 9.4 | 33.6 | 399 | 13.3 | 23.1 | 15.1 | 8.5 | 40.1 |
| Automotive | 188 | 17.1 | 28.7 | 16.5 | 5.9 | 31.9 | 164 | 10.9 | 23.2 | 10.9 | 11.0 | 43.9 |
| Trades | 296 | 15.5 | 32.8 | 20.2 | 4.7 | 26.7 | 87 | 12.6 | 20.7 | 13.8 | 10.3 | 42.5 |
| Graphics | 98 | 13.3 | 31.6 | 13.2 | 8.2 | 33.7 | 58 | 13.8 | 24.1 | 17.3 | 10.3 | 34.5 |
| Service trades, police | 57 | 12.3 | 34.6 | 10.5 | 12.3 | 40.4 | 65 | 21.5 | 13.8 | 21.5 | 7.7 | 25.4 |
| Agriculture | 49 | 14.3 | 34.7 | 34.7 | 4.1 | 12.2 | 24 | 37.5 | 25.0 | 12.5 | 4.2 | 20.8 |
| Home economics | 350 | 22.0 | 33.7 | 14.9 | 3.1 | 26.3 | 38 | 23.7 | 28.9 | 13.1 | 7.9 | 26.3 |
| Business education | 885 | 17.8 | 30.8 | 21.5 | 10.1 | 19.9 | 392 | 12.7 | 27.0 | 16.3 | 13.0 | 30.9 |
| Distributive education | 81 | 20.3 | 39.5 | 19.8 | 9.9 | 14.8 | 62 | 17.8 | 22.6 | 16.2 | 4.8 | 38.7 |
| Health | 43 | 14.0 | 20.9 | 16.3 | 4.7 | 44.2 | 173 | 19.6 | 21.4 | 8.1 | 9.8 | 41.1 |

## TABLE A-58

## RATING OF FOLLOW-UP OF DROPOUTS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS |  |  |  |  |  | POSTSECONDARY TEACHERS |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Number | Above Average | Average | Below Average | Nonexistent | No Opinion | Number | Above Average | Average | Below Average | Nonexistent | No Opinion |
| TOTAL | 8648 | 7.6 | 20.0 | 27.6 | 14.4 | 30.3 | 3001 | 9.2 | 19.1 | 23.1 | 13.5 | 35.1 |
| Total academic | 6345 | 7.6 | 20.0 | 27.1 | 14.0 | 31.3 | 1539 | 9.3 | 17.9 | 22.4 | 14.4 | 36.0 |
| Science | 916 | 5.5 | 20.4 | 30.0 | 16.3 | 27.8 | 327 | 8.3 | 14.7 | 23.5 | 16.2 | 37.3 |
| Mathematics | 901 | 6.2 | 21.9 | 25.8 | 13.5 | 32.6 | 236 | 8.0 | 17.8 | 23.3 | 15.3 | 35.6 |
| Social studies | 1153 | 7.9 | 18.2 | 29.4 | 15.4 | 29.1 | 322 | 7.1 | 19.6 | 25.8 | 17.4 | 30.2 |
| English | 1626 | 6.9 | 18.1 | 26.5 | 14.8 | 33.7 | 350 | 9.1 | 17.7 | 20.0 | 12.9 | 40.3 |
| Foreign language | 537 | 7.3 | 21.2 | 20.1 | 10.1 | 41.3 | 71 | 8.4 | 21.1 | 9.8 | 11.3 | 49.3 |
| Fine arts | 411 | 13.1 | 22.1 | 22.6 | 11.7 | 30.4 | 99 | 17.2 | 18.2 | 18.2 | 8.1 | 38.4 |
| Physical education | 707 | 10.2 | 22.9 | 28.3 | 12.2 | 26.5 | 117 | 14.5 | 20.5 | 28.2 | 12.0 | 24.8 |
| Other | 94 | 10.6 | 13.8 | 39.4 | 12.8 | 23.4 | 17 | 11.8 | 23.5 | 11.8 | 5.7 | 47.1 |
| Total vocational | 2303 | 7.8 | 20.1 | 29.1 | 15.6 | 27.4 | 1462 | 9.2 | 20.2 | 23.8 | 12.7 | 28.1 |
| Engineering technology | 256 | 7.5 | 14.1 | 26.5 | 21.1 | 30.9 | 399 | 8.8 | 16.3 | 23.3 | 14.8 | 36.8 |
| Automotive | 188 | 12.7 | 21.3 | 26.6 | 12.2 | 27.2 | 164 | 10.3 | 23.2 | 19.5 | 11.0 | 41.0 |
| Trades | 296 | 3.1 | 22.3 | 32.8 | 14.2 | 27.4 | 87 | 9.2 | 23.0 | 25.3 | 11.5 | 31.0 |
| Graphics | 98 | 8.1 | 24.5 | 22.5 | 13.3 | 31.6 | 58 | 15.5 | 19.0 | 34.5 | 8.6 | 22.4 |
| Service trades, police | 57 | 10.6 | 17.5 | 19.3 | 14.0 | 38.6 | 65 | 18.5 | 20.0 | 18.5 | 10.8 | 32.3 |
| Agriculture | 49 | 2.0 | 14.3 | 46.9 | 22.4 | 14.2 | 24 | 12.5 | 25.0 | 33.3 | 4.2 | 25.0 |
| Home economics | 350 | 14.0 | 21.7 | 28.3 | 7.7 | 28.3 | 38 | 21.0 | 26.3 | 23.7 | 5.3 | 23.7 |
| Business education | 885 | 6.3 | 18.3 | 31.3 | 18.4 | 25.6 | 392 | 5.9 | 21.7 | 27.3 | 14.8 | 30.4 |
| Distributive education | 81 | 7.4 | 33.3 | 19.8 | 18.5 | 21.0 | 62 | 4.8 | 17.7 | 19.4 | 14.5 | 43.6 |
| Health | 43 | 7.0 | 32.6 | 14.0 | 9.3 | 37.2 | 173 | 9.3 | 21.4 | 19.1 | 9.2 | 41.1 |

### TABLE A-59

### REACTIONS TO CURRENT CURRICULUM EMPHASES IN HIGH SCHOOL COLLEGE PREPARATORY PROGRAM
### SECONDARY TEACHERS BY SUBJECT TAUGHT
(In Percentages)

| | Number | English | | Mathematics | | Sciences | | Social Studies | | Foreign Language | | Vocational Skills[b] | | Electives | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | -[a] | + | - | + | - | + | - | + | - | + | - | + | - | + |
| TOTAL SECONDARY | 8648 | 10.0 | 4.5 | 37.6 | 2.0 | 26.4 | 2.4 | 10.4 | 12.2 | 21.5 | 14.4 | 59.5 | - | 27.4 | 8.1 |
| Total Academic | 6345 | 10.1 | 3.5 | 38.4 | 2.1 | 29.0 | 2.0 | 12.4 | 9.8 | 25.4 | 10.2 | 53.1 | - | 28.3 | 7.3 |
| Science | 916 | 9.4 | 5.1 | 55.0 | 0.5 | 50.3 | 0.9 | 5.8 | 17.1 | 17.1 | 11.2 | 59.2 | - | 25.5 | 8.3 |
| Mathematics | 901 | 6.4 | 3.1 | 63.0 | 1.1 | 35.0 | 1.1 | 7.1 | 14.9 | 17.4 | 13.4 | 53.3 | - | 23.2 | 8.2 |
| Social studies | 1153 | 8.8 | 4.5 | 32.1 | 2.9 | 25.1 | 2.3 | 28.1 | 2.3 | 23.1 | 11.5 | 54.7 | - | 30.7 | 8.8 |
| English | 1626 | 12.1 | 2.1 | 29.9 | 2.1 | 22.9 | 2.3 | 13.7 | 6.5 | 29.1 | 6.3 | 47.5 | - | 28.4 | 6.3 |
| Foreign language | 537 | 10.4 | 1.7 | 35.9 | 1.7 | 24.6 | 1.7 | 8.6 | 8.9 | 65.9 | 0.7 | 46.6 | - | 23.1 | 9.3 |
| Fine arts | 411 | 11.2 | 6.6 | 14.4 | 6.3 | 10.7 | 5.1 | 5.1 | 13.9 | 16.8 | 13.6 | 49.4 | - | 45.5 | 3.6 |
| Physical education | 707 | 11.6 | 3.4 | 31.3 | 1.6 | 29.0 | 1.8 | 5.8 | 12.4 | 16.1 | 16.4 | 61.1 | - | 28.4 | 5.4 |
| Other | 94 | 13.8 | 1.1 | 37.2 | 3.2 | 23.4 | 4.3 | 17.0 | 6.4 | 20.2 | 11.7 | 67.0 | - | 28.9 | 7.4 |
| Total Vocational | 2303 | 9.8 | 7.2 | 35.5 | 1.5 | 19.4 | 3.4 | 4.8 | 18.7 | 10.9 | 26.0 | 77.2 | - | 25.0 | 10.1 |
| Engineering technology | 256 | 9.4 | 12.5 | 53.1 | 0.4 | 29.3 | 1.6 | 3.9 | 30.5 | 5.1 | 40.6 | 80.5 | - | 23.0 | 18.0 |
| Automotive | 188 | 9.0 | 7.4 | 47.9 | 0.5 | 27.1 | 3.7 | 4.3 | 19.7 | 6.4 | 39.4 | 74.5 | - | 23.4 | 14.4 |
| Trades | 296 | 7.1 | 13.5 | 43.9 | 0.7 | 25.0 | 2.7 | 3.7 | 23.0 | 5.7 | 35.5 | 80.4 | - | 26.4 | 13.5 |
| Graphics | 98 | 16.3 | 5.1 | 31.6 | - | 18.4 | 6.1 | 6.1 | 25.5 | 9.2 | 27.6 | 87.8 | - | 31.6 | 10.2 |
| Service trades, police | 57 | 14.0 | 1.8 | 26.3 | 8.8 | 21.1 | 8.8 | 12.3 | 7.0 | 10.5 | 21.1 | 70.2 | - | 12.3 | 10.5 |
| Agriculture | 49 | 4.1 | 14.3 | 28.6 | - | 18.4 | - | 2.0 | 32.7 | 2.0 | 51.0 | 85.7 | - | 36.7 | 6.1 |
| Home economics | 350 | 9.1 | 4.6 | 22.0 | 1.7 | 15.4 | 2.6 | 2.0 | 12.3 | 13.7 | 16.6 | 72.0 | - | 22.0 | 6.0 |
| Business education | 885 | 10.5 | 4.3 | 32.1 | 1.9 | 14.8 | 4.0 | 6.1 | 15.6 | 14.4 | 18.5 | 77.4 | - | 25.8 | 7.5 |
| Distributive education | 81 | 8.6 | 13.6 | 32.1 | - | 14.8 | 4.9 | 6.2 | 25.9 | 13.6 | 30.9 | 77.8 | - | 32.1 | 8.6 |
| Health | 43 | 14.0 | 2.3 | 34.9 | - | 25.6 | 2.3 | 2.3 | 2.3 | 16.3 | 11.6 | 62.8 | - | 18.6 | 16.3 |

[a] - = too little emphasis + = too much emphasis

[b] As the current "typical" program does not include vocational skill training, there is no entry for "too much".

### TABLE A-60

### REACTIONS TO CURRENT CURRICULUM EMPHASES IN HIGH SCHOOL COLLEGE PREPARATORY PROGRAM POSTSECONDARY TEACHERS BY SUBJECT TAUGHT

(In Percentages)

|  | Number | English |  | Mathematics |  | Sciences |  | Social Studies |  | Foreign Language |  | Vocational Skills[b] |  | Electives |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | -[a] | + | - | + | - | + | - | + | - | + | - | + | - | + |
| TOTAL POSTSECONDARY | 3001 | 15.9 | 5.3 | 49.2 | 1.0 | 32.9 | 2.1 | 10.7 | 16.4 | 18.1 | 20.2 | 52.8 | - | 18.3 | 14.0 |
| Total Academic | 1539 | 17.3 | 4.6 | 45.0 | 1.2 | 34.7 | 1.7 | 13.8 | 12.9 | 25.1 | 14.9 | 43.3 | - | 21.9 | 12.5 |
| Science | 327 | 16.8 | 3.4 | 66.4 | .9 | 51.7 | .6 | 5.5 | 21.7 | 15.6 | 16.8 | 39.8 | - | 15.6 | 13.1 |
| Mathematics | 236 | 9.3 | 5.1 | 69.9 | - | 36.4 | .8 | 6.4 | 18.2 | 12.3 | 17.8 | 46.6 | - | 15.7 | 16.5 |
| Social studies | 322 | 19.3 | 5.9 | 37.3 | 1.2 | 33.5 | 1.9 | 28.6 | 4.0 | 31.7 | 16.5 | 39.8 | - | 23.3 | 14.9 |
| English | 350 | 21.7 | 3.7 | 30.0 | .6 | 28.3 | 2.0 | 16.0 | 8.9 | 34.0 | 9.1 | 40.6 | - | 21.7 | 9.7 |
| Foreign language | 71 | 25.4 | 4.2 | 39.4 | - | 18.3 | 2.8 | 11.3 | 12.7 | 64.8 | - | 33.8 | - | 21.1 | 19.7 |
| Fine arts | 99 | 16.2 | 9.1 | 12.1 | 8.1 | 17.2 | 5.1 | 16.2 | 13.1 | 22.2 | 17.2 | 45.5 | - | 41.5 | 5.1 |
| Physical education | 117 | 12.8 | 3.4 | 29.9 | .9 | 29.9 | 1.7 | 6.0 | 9.4 | 12.8 | 22.2 | 57.3 | - | 29.9 | 6.0 |
| Other | 17 | 11.8 | - | 58.8 | - | 41.2 | - | - | 41.2 | 17.6 | 23.5 | 29.4 | - | 11.8 | 11.8 |
| Total Vocational | 1462 | 14.4 | 6.0 | 53.6 | .8 | 30.8 | 2.5 | 7.5 | 20.2 | 10.6 | 25.9 | 63.8 | - | 14.5 | 15.7 |
| Engineering technology | 399 | 10.5 | 9.3 | 69.9 | 1.0 | 44.1 | 1.0 | 5.3 | 28.8 | 6.0 | 34.1 | 65.9 | - | 12.5 | 19.8 |
| Automotive | 164 | 9.1 | 8.5 | 57.9 | .6 | 27.4 | 1.8 | 7.9 | 19.5 | 6.7 | 32.3 | 75.0 | - | 9.1 | 15.2 |
| Trades | 87 | 12.6 | 13.8 | 59.8 | - | 31.0 | 2.3 | 2.3 | 16.1 | 9.2 | 26.4 | 70.1 | - | 8.0 | 18.4 |
| Graphics | 58 | 22.4 | 6.9 | 32.8 | - | 15.5 | 6.9 | 6.9 | 25.9 | 17.2 | 20.7 | 60.3 | - | 15.5 | 13.8 |
| Service trades, police | 65 | 27.7 | 1.5 | 41.5 | 1.5 | 15.4 | 4.6 | 15.4 | 9.2 | 18.5 | 27.7 | 61.5 | - | 16.9 | 13.8 |
| Agriculture | 24 | 16.7 | 4.2 | 58.3 | - | 33.3 | - | - | 37.5 | 16.7 | 25.0 | 66.7 | - | 20.8 | 20.8 |
| Home economics | 38 | 10.5 | 5.3 | 23.7 | 2.6 | 21.1 | 2.6 | 5.3 | 7.9 | 5.3 | 13.2 | 63.2 | - | 33.7 | 7.9 |
| Business education | 392 | 15.6 | 3.6 | 51.5 | .5 | 20.7 | 3.8 | 6.4 | 19.4 | 11.7 | 23.5 | 64.0 | - | 18.1 | 12.5 |
| Distributive education | 62 | 17.7 | 1.6 | 43.5 | 1.6 | 32.3 | 3.2 | 11.3 | 16.1 | 16.1 | 32.3 | 48.4 | - | 22.6 | 11.3 |
| Health | 173 | 17.9 | .6 | 39.1 | .6 | 38.7 | 1.2 | 14.5 | 8.7 | 16.2 | 7.5 | 52.0 | - | 12.1 | 16.2 |

[a] - = too little emphasis + = too much emphasis

[b] As the current "typical" program does not include vocational skill training there is no entry for "too much".

## TABLE A-61

### REACTIONS TO CURRENT CURRICULUM EMPHASES IN HIGH SCHOOL VOCATIONAL OR TECHNICAL PROGRAM
### SECONDARY TEACHERS BY SUBJECT TAUGHT
(In Percentages)

| | Number | English | | Mathematics | | Sciences | | Social Studies | | Foreign Language | | Job Experience | | Electives | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | -[a] | + | - | + | - | + | - | + | - | +[b] | - | + | - | + |
| TOTAL SECONDARY | 8648 | 29.5 | 6.0 | 58.2 | 0.5 | 36.8 | 1.3 | 16.6 | 7.0 | 21.2 | - | 12.9 | 7.7 | 21.9 | 6.1 |
| Total Academic | 6345 | 29.5 | 6.4 | 56.7 | 0.5 | 37.3 | 1.2 | 18.8 | 5.7 | 20.7 | - | 11.8 | 7.7 | 23.4 | 5.2 |
| Science | 916 | 31.8 | 6.1 | 67.1 | 0.3 | 53.8 | 1.3 | 14.1 | 7.9 | 21.6 | - | 14.0 | 7.9 | 22.7 | 4.6 |
| Mathematics | 901 | 26.6 | 5.5 | 67.4 | 0.2 | 40.4 | 0.8 | 13.8 | 7.7 | 17.1 | - | 11.2 | 6.0 | 17.9 | 5.8 |
| Social studies | 1153 | 28.9 | 8.7 | 55.0 | 1.1 | 35.1 | 1.2 | 33.2 | 3.1 | 18.2 | - | 15.1 | 8.8 | 24.6 | 7.0 |
| English | 1626 | 32.6 | 7.2 | 50.1 | 0.2 | 32.8 | 1.3 | 19.9 | 5.2 | 20.1 | - | 9.4 | 7.3 | 23.6 | 4.7 |
| Foreign language | 537 | 30.2 | 3.5 | 51.8 | 0.4 | 33.0 | 0.6 | 16.0 | 3.9 | 33.9 | - | 8.2 | 7.4 | 15.6 | 6.1 |
| Fine arts | 411 | 22.4 | 6.1 | 45.3 | 0.3 | 27.0 | 1.5 | 10.9 | 6.8 | 22.9 | - | 9.7 | 10.9 | 36.0 | 1.7 |
| Physical education | 707 | 27.0 | 5.4 | 57.3 | 0.3 | 35.6 | 1.7 | 12.4 | 7.1 | 19.8 | - | 13.4 | 7.2 | 27.2 | 4.5 |
| Other | 94 | 35.1 | 2.1 | 64.9 | - | 36.2 | 1.1 | 16.0 | 3.2 | 9.6 | - | 17.0 | 4.3 | 26.6 | 3.2 |
| Total Vocational | 2303 | 29.4 | 4.6 | 62.2 | 0.5 | 35.3 | 1.7 | 10.4 | 10.3 | 22.5 | - | 15.8 | 7.7 | 17.8 | 8.8 |
| Engineering technology | 256 | 20.7 | 8.2 | 79.7 | - | 55.1 | 0.4 | 7.4 | 19.5 | 12.9 | - | 23.8 | 4.7 | 12.5 | 14.5 |
| Automotive | 188 | 19.7 | 5.9 | 76.6 | - | 54.8 | - | 6.4 | 13.3 | 16.0 | - | 22.3 | 5.3 | 12.8 | 19.7 |
| Trades | 296 | 18.6 | 8.8 | 77.4 | 0.3 | 43.6 | 2.7 | 6.1 | 13.9 | 14.9 | - | 25.0 | 5.7 | 18.9 | 11.8 |
| Graphics | 98 | 35.7 | 5.1 | 67.3 | 1.0 | 37.8 | 4.1 | 9.2 | 14.3 | 22.4 | - | 27.6 | 6.1 | 27.6 | 12.2 |
| Service trades, police | 57 | 35.1 | 3.5 | 49.1 | 3.5 | 38.6 | 3.5 | 12.3 | 8.8 | 38.6 | - | 24.6 | 3.5 | 12.3 | 14.0 |
| Agriculture | 49 | 10.2 | 8.2 | 63.3 | - | 44.9 | - | 2.0 | 14.3 | 10.2 | - | 14.3 | 2.0 | 20.4 | 6.1 |
| Home economics | 350 | 28.9 | 3.7 | 46.3 | 0.6 | 32.9 | 1.4 | 9.7 | 5.1 | 25.7 | - | 8.0 | 9.4 | 16.0 | 4.0 |
| Business education | 885 | 36.4 | 2.1 | 55.5 | 0.3 | 24.1 | 1.9 | 13.9 | 7.3 | 27.3 | - | 10.4 | 9.8 | 19.4 | 5.6 |
| Distributive education | 81 | 38.3 | 4.9 | 60.5 | 2.5 | 22.2 | 1.2 | 9.3 | 7.0 | 17.3 | - | 19.8 | 7.4 | 23.5 | 4.9 |
| Health | 43 | 44.2 | 4.7 | 65.1 | - | 30.2 | - | 14.8 | 12.3 | 37.2 | - | 7.0 | 9.3 | 16.3 | 4.7 |

[a] - = too little emphasis  + = too much emphasis

[b] As the current "typical" program does not include foreign language, there is no entry for "too much".

## TABLE A-62

## REACTIONS TO CURRENT CURRICULUM EMPHASES IN HIGH SCHOOL VOCATIONAL OR TECHNICAL PROGRAM POSTSECONDARY TEACHERS BY SUBJECT TAUGHT

(In Percentages)

|  | Number | English |  | Mathematics |  | Sciences |  | Social Studies |  | Foreign Language |  | Job Experience |  | Electives |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | -[a] | + | - | + | - | + | - | + | - | +[b] | - | + | - | + |
| **TOTAL POSTSECONDARY** | 3001 | 31.8 | 6.5 | 66.9 | - | 46.0 | 1.8 | 16.9 | 9.3 | 16.8 | - | 12.1 | 14.4 | 17.2 | 9.7 |
| Total Academic | 1539 | 34.8 | 5.3 | 73.7 | 0.3 | 46.9 | 1.6 | 21.4 | 7.1 | 17.9 | - | 10.1 | 15.4 | 21.0 | 8.2 |
| Science | 327 | 35.5 | 3.1 | 76.3 | - | 61.8 | 0.9 | 11.6 | 8.0 | 16.8 | - | 7.6 | 18.3 | 13.8 | 11.6 |
| Mathematics | 236 | 24.6 | 5.9 | 63.4 | - | 52.1 | 0.4 | 13.1 | 10.2 | 11.9 | - | 11.4 | 13.6 | 16.5 | 10.2 |
| Social studies | 322 | 35.4 | 6.8 | 56.6 | 0.3 | 44.7 | 1.9 | 35.1 | 4.3 | 19.3 | - | 13.7 | 19.9 | 28.0 | 8.7 |
| English | 350 | 44.0 | 5.1 | 37.4 | - | 41.4 | 1.7 | 27.7 | 4.9 | 19.4 | - | 8.0 | 14.6 | 27.0 | 7.7 |
| Foreign language | 71 | 39.4 | 5.6 | 59.0 | - | 39.4 | 1.4 | 12.7 | 8.5 | 29.6 | - | 7.0 | 12.7 | 4.0 | 5.6 |
| Fine arts | 99 | 32.3 | 5.1 | 49.6 | 4.0 | 30.3 | 4.0 | 22.2 | 10.1 | 24.2 | - | 7.1 | 12.1 | 42.4 | 1.0 |
| Physical education | 117 | 25.6 | 6.8 | 49.6 | 0.9 | 37.6 | 1.7 | 15.4 | 7.7 | 14.5 | - | 14.5 | 5.1 | 18.8 | 3.4 |
| Other | 17 | 17.6 | 5.7 | 47.1 | - | 35.3 | 5.7 | 5.7 | 23.5 | - | - | 11.8 | 11.8 | 11.8 | 5.7 |
| Total Vocational | 1462 | 28.6 | 7.8 | 71.8 | 0.2 | 45.1 | 2.0 | 12.2 | 11.6 | 15.6 | - | 14.2 | 13.4 | 13.1 | 11.1 |
| Engineering technology | 399 | 23.6 | 10.8 | 85.7 | - | 62.7 | 0.8 | 8.5 | 19.5 | 12.5 | - | 15.0 | 13.8 | 12.5 | 15.0 |
| Automotive | 164 | 17.1 | 19.6 | 77.4 | 0.6 | 47.0 | 1.8 | 10.4 | 13.4 | 11.0 | - | 23.8 | 7.9 | 10.4 | 8.5 |
| Trades | 87 | 12.6 | 19.5 | 79.3 | 1.1 | 49.4 | 4.6 | 3.4 | 16.1 | 6.9 | - | 21.8 | 9.6 | 4.6 | 16.1 |
| Graphics | 58 | 24.1 | 10.3 | 50.0 | - | 24.1 | 3.4 | 6.9 | 10.3 | 20.7 | - | 8.6 | 12.1 | 29.1 | 13.8 |
| Service trades, police | 65 | 33.8 | 4.6 | 66.2 | - | 40.0 | 4.6 | 32.3 | 7.7 | 20.0 | - | 20.0 | 12.3 | 10.8 | 10.8 |
| Agriculture | 24 | 37.5 | 4.2 | 91.7 | - | 58.3 | - | 4.2 | 25.0 | 12.5 | - | 12.5 | 12.5 | 10.7 | 20.8 |
| Home economics | 38 | 26.3 | 7.9 | 99.7 | - | 28.9 | 2.6 | 10.5 | 2.6 | 15.8 | - | 2.6 | 18.4 | 10.5 | 5.3 |
| Business education | 392 | 38.0 | 3.1 | 67.9 | - | 29.6 | 2.0 | 12.5 | 9.9 | 17.9 | - | 11.2 | 16.6 | 17.1 | 7.7 |
| Distributive education | 62 | 35.5 | 4.8 | 79.0 | - | 46.8 | 6.5 | 29.2 | 17.7 | 11.3 | - | 19.5 | 6.5 | 16.1 | 12.9 |
| Health | 173 | 34.1 | 1.2 | 49.7 | 0.6 | 45.7 | 0.6 | 17.9 | 4.0 | 24.9 | - | 8.7 | 17.3 | 8.7 | 8.7 |

[a] - = too little emphasis    + = too much emphasis

[b] As the current "typical" program does not include foreign language, there is not entry for "too much".

## TABLE A-63

### REACTIONS TO CURRENT CURRICULUM EMPHASES IN POST SECONDARY ONE YEAR CERTIFICATE PROGRAM
### SECONDARY TEACHERS BY SUBJECT TAUGHT
### (In Percentages)

|  | Number | English |  | Mathematics |  | Social Science |  | Related Theory |  | Job Experience |  |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | -[a] | + | - | + | - | + | - | + | - | + |
| TOTAL SECONDARY | 8648 | 14.9 | 5.4 | 7.0 | 10.3 | 5.5 | 11.4 | 10.4 | 5.2 | 5.4 | 9.5 |
| Total Academic | 6345 | 16.3 | 4.1 | 6.6 | 10.1 | 6.4 | 8.8 | 9.7 | 5.8 | 4.5 | 10.5 |
| Science | 916 | 15.8 | 5.6 | 10.8 | 6.7 | 5.1 | 13.5 | 12.4 | 5.7 | 6.4 | 8.7 |
| Mathematics | 901 | 14.4 | 4.4 | 9.0 | 5.2 | 3.6 | 9.7 | 9.4 | 4.7 | 2.8 | 9.3 |
| Social studies | 1153 | 16.1 | 5.3 | 6.3 | 12.9 | 11.9 | 4.7 | 9.8 | 6.8 | 4.2 | 12.9 |
| English | 1626 | 19.2 | 2.9 | 4.7 | 11.3 | 7.5 | 7.2 | 6.8 | 7.2 | 3.8 | 10.9 |
| Foreign language | 537 | 16.9 | 1.3 | 3.5 | 11.4 | 2.4 | 8.8 | 8.0 | 5.8 | 3.2 | 9.7 |
| Fine arts | 411 | 11.4 | 4.1 | 4.4 | 15.6 | 2.9 | 12.9 | 12.7 | 2.9 | 5.4 | 11.4 |
| Physical education | 707 | 13.4 | 4.5 | 6.2 | 9.2 | 4.4 | 9.8 | 11.9 | 4.1 | 6.4 | 10.3 |
| Other | 94 | 26.6 | 7.4 | 11.7 | 13.8 | 11.7 | 7.4 | 13.8 | 9.6 | 9.6 | 5.3 |
| Total Vocational | 2303 | 11.0 | 9.0 | 8.1 | 10.6 | 3.2 | 18.8 | 12.4 | 3.6 | 7.8 | 6.6 |
| Engineering technology | 256 | 9.0 | 17.6 | 18.0 | 4.3 | 3.1 | 26.1 | 18.4 | 2.7 | 9.0 | 4.7 |
| Automotive | 188 | 7.4 | 9.0 | 11.2 | 5.9 | 3.2 | 19.1 | 16.0 | 3.2 | 13.3 | 4.8 |
| Trades | 296 | 8.8 | 13.9 | 12.8 | 7.8 | 2.0 | 26.4 | 20.6 | 2.7 | 15.9 | 5.1 |
| Graphics | 98 | 19.4 | 12.2 | 16.3 | 8.2 | 4.1 | 21.4 | 14.3 | 6.1 | 9.2 | 4.1 |
| Service trandes, police | 57 | 12.3 | 8.8 | 10.5 | 7.0 | 7.0 | 14.0 | 15.8 | 3.5 | 10.5 | 1.8 |
| Agriculture | 49 | 6.1 | 8.2 | 14.3 | 6.1 | - | 24.5 | 6.1 | 4.1 | 4.1 | 6.1 |
| Home economics | 350 | 10.6 | 4.9 | 2.3 | 14.0 | 1.7 | 11.4 | 6.3 | 3.4 | 3.4 | 5.7 |
| Business education | 885 | 12.0 | 6.2 | 3.7 | 13.3 | 3.8 | 15.7 | 9.5 | 4.2 | 5.4 | 8.9 |
| Distributive education | 81 | 14.8 | 9.9 | 6.2 | 14.8 | 4.9 | 24.7 | 12.3 | 3.7 | 7.4 | 6.2 |
| Health | 43 | 16.3 | 7.0 | 14.0 | 11.6 | 4.7 | 14.0 | 14.0 | 2.3 | 4.7 | 7.0 |

[a]- = too little emphasis + = too much emphasis

## TABLE A-64

### REACTIONS TO CURRENT CURRICULUM EMPHASES IN POST SECONDARY ONE YEAR CERTIFICATE PROGRAM
### POSTSECONDARY TEACHERS BY SUBJECT TAUGHT
(In Percentages)

| | Number | English | | Mathematics | | Social Science | | Major Field | | Job Experience | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | -[a] | + | - | + | - | + | - | + | - | + |
| TOTAL POSTSECONDARY | 3001 | 19.3 | 8.3 | 14.7 | 9.8 | 8.1 | 16.8 | 17.4 | 3.3 | 6.3 | 22.4 |
| Total Academic | 1539 | 22.9 | 5.5 | 12.1 | 10.4 | 11.0 | 12.2 | 14.0 | 4.4 | 4.3 | 18.8 |
| Science | 327 | 22.3 | 6.7 | 19.6 | 4.9 | 5.8 | 16.5 | 17.1 | 4.3 | 3.1 | 17.7 |
| Mathematics | 236 | 14.8 | 7.2 | 17.4 | 4.7 | 4.7 | 20.8 | 14.4 | 3.4 | 5.9 | 15.7 |
| Social studies | 322 | 20.8 | 4.3 | 9.9 | 9.9 | 18.3 | 5.3 | 12.4 | 4.0 | 3.4 | 21.4 |
| English | 350 | 33.4 | 4.6 | 9.4 | 11.4 | 13.7 | 9.4 | 10.9 | 6.0 | 20.3 | 4.6 |
| Foreign language | 71 | 25.4 | 4.2 | 11.3 | 8.5 | 8.5 | 14.1 | 8.5 | 4.2 | - | 18.3 |
| Fine arts | 99 | 20.2 | 5.1 | 3.0 | 25.3 | 11.1 | 9.1 | 17.2 | 6.1 | 6.1 | 19.2 |
| Physical education | 117 | 17.9 | 6.0 | 4.3 | 22.2 | 13.7 | 10.3 | 17.9 | 7.7 | 7.7 | 16.2 |
| Other | 17 | 11.8 | - | - | 23.5 | - | 23.5 | 17.6 | - | - | 17.6 |
| Total Vocational | 1462 | 15.5 | 11.4 | 17.4 | 9.1 | 5.1 | 21.6 | 20.9 | 2.1 | 8.3 | 13.4 |
| Engineering technology | 399 | 10.0 | 16.8 | 26.1 | 4.3 | 3.3 | 29.1 | 25.3 | 2.5 | 6.5 | 15.5 |
| Automotive | 164 | 10.4 | 15.9 | 25.0 | 3.7 | 4.9 | 20.1 | 20.1 | 0.6 | 19.5 | 3.7 |
| Trades | 87 | 11.5 | 13.8 | 19.5 | 3.4 | 2.3 | 25.3 | 16.1 | 9.6 | 19.9 | 8.0 |
| Graphics | 58 | 17.2 | 5.2 | 13.8 | 13.8 | 6.9 | 13.8 | 20.7 | 1.7 | 10.3 | 17.2 |
| Service trades, police | 65 | 20.0 | 4.6 | 15.4 | 9.2 | 12.3 | 7.7 | 13.8 | 3.1 | 9.2 | 12.3 |
| Agriculture | 24 | 25.0 | 12.5 | 20.8 | - | 4.2 | 41.7 | 25.0 | 16.7 | 12.5 | 12.5 |
| Home economics | 38 | 5.3 | 7.9 | 2.6 | 15.8 | 2.6 | 7.9 | 21.1 | - | 2.6 | 13.2 |
| Business education | 392 | 20.9 | 7.1 | 12.0 | 19.5 | 4.6 | 22.7 | 20.9 | 2.0 | 6.4 | 16.1 |
| Distributive education | 62 | 27.4 | 16.1 | 29.2 | 17.7 | 11.3 | 21.0 | 27.4 | 1.6 | 8.1 | 25.8 |
| Health | 173 | 16.8 | 6.4 | 4.0 | 11.0 | 6.9 | 9.8 | 13.9 | - | 2.9 | 9.2 |

[a] - = too little emphasis      + = too much emphasis

## TABLE A-65

### REACTIONS TO CURRENT CURRICULUM EMPHASES IN POSTSECONDARY TWO YEAR TECHNICAL PROGRAM
### SECONDARY TEACHERS BY SUBJECT TAUGHT
### (In Percentages)

| | Number | English | | Mathematics | | Sciences | | Social Science | | Theory in Major Field | | Job Experience | | Electives | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | -[a] | + | - | + | - | + | - | + | - | + | - | + | - | + |
| TOTAL SECONDARY | 8648 | 8.5 | 11.9 | 20.3 | 4.5 | 5.3 | 15.3 | 3.2 | 22.1 | 7.4 | 7.1 | 7.9 | 6.6 | 6.4 | 8.4 |
| Total Academic | 6347 | 9.2 | 10.4 | 18.9 | 4.3 | 5.7 | 13.5 | 3.6 | 19.1 | 6.4 | 7.9 | 6.7 | 7.1 | 6.4 | 7.3 |
| Science | 916 | 8.8 | 14.3 | 27.3 | 2.6 | 11.9 | 7.8 | 3.2 | 28.9 | 8.3 | 9.1 | 8.6 | 6.2 | 6.4 | 8.1 |
| Mathematics | 901 | 6.4 | 10.9 | 31.4 | 2.9 | 6.1 | 12.5 | 2.2 | 25.9 | 4.9 | 6.9 | 6.4 | 7.1 | 6.0 | 7.9 |
| Social studies | 1153 | 8.9 | 10.4 | 15.9 | 5.2 | 5.0 | 15.1 | 7.4 | 10.4 | 6.7 | 9.1 | 7.3 | 10.1 | 6.2 | 8.3 |
| English | 1626 | 12.2 | 6.8 | 4.8 | 4.8 | 3.4 | 14.8 | 3.2 | 14.4 | 4.6 | 8.8 | 5.0 | 6.0 | 6.1 | 7.3 |
| Foreign language | 537 | 8.6 | 9.1 | 17.1 | 5.0 | 3.9 | 15.5 | 2.8 | 20.3 | 6.0 | 8.0 | 5.0 | 7.6 | 5.4 | 6.9 |
| Fine arts | 411 | 6.8 | 10.9 | 5.8 | 5.8 | 2.4 | 15.1 | 2.4 | 19.2 | 8.3 | 3.6 | 6.8 | 7.5 | 10.5 | 3.4 |
| Physical education | 707 | 6.9 | 13.7 | 4.1 | 4.1 | 5.8 | 13.7 | 2.0 | 22.6 | 8.1 | 5.4 | 7.5 | 5.5 | 6.5 | 6.5 |
| Other | 94 | 19.1 | 10.6 | 5.3 | 5.3 | 14.9 | 16.0 | 5.3 | 11.7 | 9.6 | 14.9 | 11.7 | 6.4 | 7.4 | 7.4 |
| Total Vocational | 2303 | 6.7 | 16.2 | 24.1 | 5.2 | 4.3 | 19.8 | 2.1 | 30.5 | 10.2 | 5.0 | 11.3 | 5.0 | 6.3 | 11.4 |
| Engineering technology | 256 | 4.7 | 27.3 | 52.0 | 1.6 | 12.1 | 12.1 | 0.4 | 48.0 | 16.4 | 5.5 | 14.1 | 3.9 | 5.9 | 16.4 |
| Automotive | 188 | 5.9 | 21.8 | 35.6 | 2.7 | 6.4 | 14.9 | 3.2 | 35.6 | 13.3 | 1.6 | 17.6 | 2.7 | 6.4 | 11.7 |
| Trades | 296 | 3.7 | 21.3 | 36.5 | 1.7 | 6.1 | 18.2 | 0.7 | 39.5 | 14.2 | 3.4 | 21.6 | 2.7 | 6.1 | 19.3 |
| Graphics | 98 | 15.3 | 17.3 | 31.6 | 5.1 | 7.1 | 25.5 | 3.1 | 35.7 | 16.3 | 8.2 | 16.3 | 6.1 | 10.2 | 16.3 |
| Service trades, police | 57 | 10.5 | 14.0 | 14.0 | 7.0 | 1.8 | 15.8 | 5.3 | 14.0 | 12.3 | 5.3 | 14.0 | 11.8 | 7.0 | 12.3 |
| Agriculture | 49 | 4.1 | 32.7 | 32.7 | 4.1 | 4.1 | 10.2 | - | 36.7 | 10.2 | 8.2 | 20.4 | - | 6.1 | 10.2 |
| Home economics | 350 | 6.9 | 8.9 | 12.6 | 5.7 | 0.9 | 13.1 | 0.9 | 19.1 | 6.6 | 3.4 | 5.1 | 4.0 | 4.3 | 4.6 |
| Business education | 885 | 7.3 | 12.3 | 13.3 | 7.0 | 2.3 | 27.9 | 2.9 | 26.7 | 7.3 | 5.8 | 7.2 | 7.5 | 7.0 | 9.2 |
| Distributive education | 81 | 8.6 | 17.3 | 22.2 | 12.3 | 1.2 | 19.8 | 2.5 | 29.6 | 8.6 | 11.1 | 9.9 | 7.4 | 7.4 | 12.3 |
| Health | 43 | 4.7 | 7.0 | 30.2 | 4.7 | 7.0 | 14.0 | 4.7 | 16.3 | 9.3 | - | 9.3 | - | - | 16.3 |

[a] - = too little emphasis  + = too much emphasis

## TABLE A-66

### REACTIONS TO CURRENT CURRICULUM EMPHASES IN POSTSECONDARY TWO YEAR TECHNICAL PROGRAM
### POSTSECONDARY TEACHERS BY SUBJECT TAUGHT
(In Percentages)

| | Number | English | | Mathematics | | Sciences-Physical and Natural | | Social Sciences | | Theory in Major Field | | Job Experience | | Electives | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | -[a] | + | - | + | - | + | - | + | - | + | - | + | - | + |
| TOTAL POSTSECONDARY | 3001 | 12.7 | 16.7 | 36.4 | 3.8 | 11.0 | 15.4 | 5.8 | 28.1 | 14.8 | 5.1 | 10.3 | 12.0 | 6.8 | 16.8 |
| Total Academic | 1539 | 15.7 | 10.8 | 33.4 | 3.4 | 13.2 | 12.3 | 7.7 | 21.4 | 10.1 | 6.8 | 5.9 | 13.6 | 7.7 | 12.9 |
| Science | 327 | 12.2 | 12.8 | 47.4 | 0.6 | 26.3 | 7.0 | 2.8 | 32.7 | 15.0 | 5.2 | 6.4 | 15.0 | 6.1 | 15.6 |
| Mathematics | 236 | 9.3 | 18.2 | 56.8 | 0.4 | 16.1 | 8.5 | 2.1 | 32.6 | 13.1 | 5.9 | 8.5 | 11.9 | 4.2 | 18.2 |
| Social studies | 322 | 17.7 | 9.9 | 24.8 | 3.4 | 9.3 | 12.1 | 16.5 | 9.3 | 6.5 | 7.8 | 6.2 | 17.1 | 9.0 | 11.5 |
| English | 350 | 23.1 | 4.9 | 25.4 | 4.9 | 9.7 | 12.6 | 7.7 | 14.9 | 5.7 | 8.9 | 4.6 | 13.4 | 7.7 | 13.1 |
| Foreign language | 71 | 23.9 | 12.7 | 4.2 | 22.5 | 4.2 | 16.9 | 9.9 | 23.9 | 2.8 | 11.3 | 4.2 | 11.3 | 7.0 | 8.5 |
| Fine arts | 99 | 13.1 | 8.1 | 13.1 | 9.1 | 5.1 | 27.3 | 11.1 | 17.2 | 15.2 | 6.1 | 4.0 | 12.1 | 15.2 | 4.0 |
| Physical education | 117 | 9.4 | 12.8 | 17.9 | 6.8 | 5.1 | 19.7 | 6.0 | 21.4 | 14.5 | 2.6 | 4.3 | 6.8 | 8.5 | 6.8 |
| Other | 17 | 5.7 | 5.7 | 35.3 | 5.7 | 5.7 | 5.7 | - | 23.5 | 5.7 | - | 11.8 | 17.6 | 5.7 | 17.6 |
| Total Vocational | 1462 | 9.5 | 22.8 | 39.5 | 4.3 | 9.2 | 18.7 | 3.7 | 35.2 | 20.0 | 3.4 | 15.0 | 10.3 | 5.8 | 21.0 |
| Engineering technology | 399 | 5.5 | 35.8 | 60.9 | 0.5 | 14.8 | 11.5 | 3.3 | 52.1 | 28.3 | 3.0 | 14.5 | 15.0 | 6.5 | 29.3 |
| Automotive | 164 | 4.9 | 29.9 | 43.3 | 4.9 | 11.0 | 18.3 | 3.0 | 40.9 | 18.9 | 3.7 | 28.0 | 2.4 | 6.1 | 26.2 |
| Trades | 87 | 10.3 | 25.3 | 55.2 | 1.1 | 9.2 | 14.9 | 1.1 | 37.9 | 27.6 | 1.1 | 20.7 | 4.6 | 3.4 | 19.5 |
| Graphics | 58 | 8.6 | 29.1 | 25.9 | 8.6 | 6.9 | 36.2 | 5.2 | 39.7 | 20.7 | 3.4 | 15.5 | 6.9 | 6.9 | 19.0 |
| Service trades, police | 65 | 15.4 | 15.4 | 29.2 | 4.6 | 4.6 | 24.6 | 9.2 | 18.5 | 15.4 | 4.6 | 21.5 | 7.7 | 6.2 | 20.0 |
| Agriculture | 24 | 12.5 | 8.3 | 20.8 | - | 20.8 | 8.3 | - | 41.7 | 16.7 | 25.0 | 20.8 | 8.3 | 4.2 | 25.0 |
| Home economics | 38 | 2.6 | 23.7 | 15.8 | 10.5 | 2.6 | 7.9 | 5.3 | 10.5 | 7.9 | - | 2.6 | 7.9 | 2.6 | 10.5 |
| Business education | 392 | 13.3 | 13.8 | 30.1 | 5.6 | 3.6 | 29.8 | 3.3 | 30.1 | 15.1 | 4.3 | 11.2 | 11.5 | 6.6 | 15.3 |
| Distributive education | 62 | 14.5 | 19.4 | 41.9 | 8.1 | 8.1 | 25.8 | 6.5 | 25.8 | 22.6 | - | 9.7 | 22.6 | 3.2 | 19.4 |
| Health | 173 | 11.6 | 11.0 | 15.6 | 7.5 | 10.4 | 5.2 | 4.0 | 13.3 | 13.3 | 1.2 | 10.4 | 5.2 | 4.6 | 13.9 |

[a] - = too little emphasis  + = too much emphasis

## TABLE A-67

### REACTIONS TO CURRENT CURRICULUM EMPHASES IN JUNIOR COLLEGE TWO YEAR TRANSFER PROGRAM
### SECONDARY TEACHERS BY SUBJECT TAUGHT
### (In Percentages)

| | Number | English | | Mathematics | | Natural and Physical Sciences | | Social Sciences | | Humanities | | Foreign Language | | Electives | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | - [a] | + | - | + | - | + | - | + | - | + | - | + | - | + |
| TOTAL SECONDARY | 8648 | 4.2 | 10.5 | 24.8 | 5.3 | 4.7 | 15.3 | 2.1 | 22.3 | 30.0 | 3.0 | 2.4 | 37.2 | 13.1 | 7.0 |
| Total Academic | 6345 | 4.7 | 9.3 | 24.0 | 5.7 | 4.9 | 15.0 | 2.3 | 20.4 | 33.7 | 2.0 | 2.3 | 33.8 | 13.1 | 6.9 |
| Science | 916 | 3.1 | 12.2 | 36.0 | 2.3 | 12.7 | 6.1 | 1.5 | 31.4 | 27.0 | 2.8 | 1.9 | 38.4 | 13.4 | 8.8 |
| Mathematics | 901 | 2.2 | 13.8 | 39.6 | 1.9 | 4.7 | 12.5 | 1.4 | 28.3 | 25.7 | 2.0 | 1.0 | 41.6 | 11.9 | 6.9 |
| Social studies | 1153 | 4.9 | 10.1 | 19.3 | 7.8 | 4.1 | 17.0 | 5.0 | 9.5 | 33.5 | 3.4 | 3.2 | 35.9 | 14.7 | 6.5 |
| English | 1626 | 7.9 | 3.4 | 18.0 | 7.6 | 2.8 | 18.0 | 2.1 | 16.3 | 39.9 | 0.7 | 1.9 | 28.1 | 11.1 | 6.5 |
| Foreign language | 537 | 4.1 | 6.5 | 19.6 | 6.1 | 2.4 | 20.7 | 0.9 | 20.3 | 38.5 | 1.3 | 5.0 | 9.7 | 8.4 | 9.3 |
| Fine arts | 411 | 2.9 | 12.4 | 11.9 | 8.3 | 1.2 | 19.5 | 0.7 | 25.3 | 52.1 | 0.7 | 2.2 | 38.9 | 21.7 | 3.2 |
| Physical education | 707 | 3.5 | 11.7 | 20.4 | 5.5 | 11.7 | 12.6 | 2.3 | 29.1 | 24.8 | 3.0 | 2.1 | 42.7 | 15.0 | 5.9 |
| Other | 94 | 4.3 | 12.8 | 24.5 | 6.4 | 4.1 | 13.8 | 5.3 | 8.5 | 33.0 | 4.3 | 4.3 | 37.2 | 13.8 | 8.5 |
| Total Vocational | 2303 | 2.9 | 13.9 | 27.1 | 4.2 | 4.1 | 16.2 | 1.4 | 27.7 | 18.8 | 5.6 | 2.6 | 46.6 | 13.1 | 7.3 |
| Engineering technology | 256 | 2.0 | 19.1 | 47.4 | 0.8 | 9.4 | 10.5 | 1.6 | 39.1 | 12.5 | 6.3 | 2.3 | 57.4 | 12.1 | 11.7 |
| Automotive | 188 | 2.1 | 18.6 | 38.3 | 1.6 | 7.4 | 11.2 | 1.6 | 29.3 | 10.1 | 8.0 | 5.9 | 43.1 | 9.6 | 6.9 |
| Trades | 296 | 2.0 | 19.9 | 39.5 | 1.7 | 5.7 | 13.5 | 0.7 | 34.1 | 13.5 | 9.1 | 2.7 | 55.7 | 15.2 | 9.5 |
| Graphics | 98 | 9.2 | 12.2 | 26.5 | 1.0 | 4.1 | 17.3 | 3.1 | 36.7 | 35.7 | 7.1 | 1.0 | 56.1 | 17.3 | 15.3 |
| Service trades, police | 57 | 7.0 | 7.0 | 17.5 | 8.8 | 5.3 | 17.5 | 5.3 | 17.5 | 12.3 | 5.3 | 3.5 | 29.8 | 7.0 | 10.5 |
| Agriculture | 49 | 2.0 | 20.4 | 26.5 | 2.0 | 10.2 | 2.0 | 4.1 | 34.7 | 16.3 | 12.2 | - | 65.3 | 20.4 | 4.1 |
| Home economics | 350 | 3.4 | 8.3 | 11.4 | 7.7 | 2.3 | 10.0 | 0.9 | 21.1 | 22.0 | 2.9 | 2.6 | 38.3 | 12.6 | 4.6 |
| Business education | 885 | 2.1 | 11.8 | 21.7 | 5.2 | 1.8 | 22.9 | 1.0 | 24.5 | 22.3 | 4.2 | 2.3 | 43.1 | 13.4 | 5.4 |
| Distributive education | 81 | 3.7 | 17.3 | 23.5 | 6.2 | 3.7 | 19.8 | 1.2 | 24.7 | 17.3 | 7.4 | 3.7 | 53.1 | 14.8 | 8.6 |
| Health | 43 | 7.0 | 9.3 | 30.2 | 2.3 | 2.3 | 9.3 | 4.7 | 18.6 | 9.3 | 4.7 | - | 44.2 | 2.3 | 9.3 |

[a] - = too little emphasis    + = too much emphasis

## TABLE A-68

### REACTIONS TO CURRENT CURRICULUM EMPHASES IN JUNIOR COLLEGE TWO YEAR TRANSFER PROGRAM POSTSECONDARY TEACHERS BY SUBJECT TAUGHT (In Percentages)

| | Number | English | | Mathematics | | Natural and Physical Sciences | | Social Science | | Humanities | | Foreign Language | | Electives | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | - [a] | + | - | + | - | + | - | + | - | + | - | + | - | + |
| TOTAL POSTSECONDARY | 3001 | 5.5 | 14.8 | 8.1 | 3.5 | 9.2 | 13.2 | 3.2 | 29.2 | 30.6 | 3.9 | 2.8 | 44.4 | 12.3 | 10.5 |
| Total Academic | 1539 | 6.6 | 11.2 | 37.7 | 4.9 | 10.5 | 13.0 | 4.2 | 26.2 | 39.0 | 2.4 | 3.6 | 38.2 | 13.9 | 9.8 |
| Science | 327 | 6.1 | 14.7 | 58.4 | 0.9 | 23.9 | 3.7 | 1.5 | 38.8 | 31.5 | 3.1 | 3.7 | 45.9 | 10.7 | 11.6 |
| Mathematics | 236 | 3.4 | 18.6 | 65.3 | 0.4 | 9.7 | 11.4 | 1.7 | 38.6 | 22.5 | 3.0 | 1.7 | 43.2 | 9.7 | 11.4 |
| Social studies | 322 | 6.2 | 10.9 | 31.4 | 4.7 | 7.8 | 16.1 | 12.1 | 8.7 | 39.1 | 2.2 | 3.7 | 35.4 | 12.1 | 9.9 |
| English | 350 | 10.3 | 3.7 | 22.3 | 7.1 | 5.7 | 15.7 | 2.9 | 22.0 | 47.7 | 2.3 | 4.3 | 27.1 | 14.0 | 8.3 |
| Foreign language | 71 | 11.3 | 8.5 | 25.4 | 7.0 | 4.2 | 12.7 | 1.4 | 23.9 | 45.1 | 1.4 | 11.3 | 8.5 | 14.1 | 15.5 |
| Fine arts | 99 | 4.0 | 13.1 | 9.1 | 21.2 | 2.0 | 28.3 | 4.0 | 29.3 | 78.8 | - | 4.0 | 42.4 | 35.4 | 6.1 |
| Physical education | 117 | 3.4 | 10.3 | 18.8 | 4.3 | 5.1 | 13.7 | 1.7 | 22.2 | 31.6 | 3.4 | - | 60.7 | 17.1 | 6.0 |
| Other | 17 | 5.7 | - | 41.2 | - | 17.6 | 5.7 | - | 41.2 | 23.5 | - | 5.7 | 47.1 | 17.6 | 5.7 |
| Total Vocational | 1462 | 4.3 | 18.7 | 45.3 | 2.1 | 7.9 | 13.3 | 2.1 | 32.3 | 21.8 | 5.4 | 1.8 | 50.9 | 10.5 | 11.1 |
| Engineering technology | 399 | 2.8 | 27.6 | 59.9 | 0.3 | 12.8 | 9.3 | 1.8 | 40.9 | 14.5 | 8.3 | 1.0 | 63.7 | 8.3 | 14.8 |
| Automotive | 164 | 3.0 | 17.7 | 46.3 | 1.2 | 7.3 | 6.7 | 4.3 | 30.5 | 7.9 | 5.5 | 1.8 | 47.0 | 7.9 | 10.4 |
| Trades | 87 | 2.3 | 20.7 | 49.4 | - | 6.9 | 8.0 | - | 32.2 | 9.2 | 11.5 | 1.1 | 46.0 | 4.6 | 17.2 |
| Graphics | 58 | 5.2 | 15.5 | 29.3 | 5.2 | 1.7 | 17.2 | 1.7 | 36.2 | 44.8 | - | 3.4 | 53.4 | 19.0 | 10.3 |
| Service trades, police | 65 | 4.6 | 10.8 | 43.1 | - | 4.6 | 16.9 | 6.2 | 24.6 | 26.2 | 3.1 | 3.1 | 47.7 | 10.8 | 9.2 |
| Agriculture | 24 | 12.5 | 25.0 | 45.8 | - | 12.5 | - | 4.2 | 54.2 | 20.8 | 8.3 | - | 50.0 | 20.8 | 4.2 |
| Home economics | 38 | - | 21.1 | 13.2 | - | 2.6 | 15.8 | 2.6 | 26.3 | 28.9 | - | 2.6 | 44.7 | 7.9 | 2.6 |
| Business education | 392 | 5.6 | 13.5 | 41.8 | 3.6 | 4.1 | 21.2 | 1.0 | 29.3 | 25.5 | 4.6 | 2.3 | 46.2 | 14.3 | 6.4 |
| Distributive education | 62 | 9.7 | 22.6 | 50.0 | 4.8 | 9.7 | 32.3 | 1.6 | 41.9 | 40.3 | 6.5 | 1.6 | 58.1 | 21.0 | 14.5 |
| Health | 173 | 4.6 | 11.0 | 27.7 | 4.0 | 9.8 | 5.8 | 2.3 | 17.3 | 32.4 | 0.6 | 2.3 | 38.7 | 5.2 | 13.9 |

[a] - = too little emphasis + = too much emphasis

# TABLE A-69

## DESIRABILITY OF MORE INTENSIVE VOCATIONAL TRAINING AND GUIDANCE IN THE JUNIOR HIGH SCHOOL BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | POSTSECONDARY TEACHERS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Helpful | Injurious | Impractical | No Opinion | Number | Helpful | Injurious | Impractical | No Opinion |
| TOTAL | 8648 | 51.5 | 12.3 | 32.6 | 3.7 | 3001 | 46.9 | 15.4 | 33.5 | 3.3 |
| Total academic | 6345 | 50.8 | 13.6 | 32.1 | 3.5 | 1539 | 41.3 | 18.6 | 36.3 | 3.8 |
| Science | 916 | 49.3 | 14.0 | 33.1 | 3.6 | 327 | 38.8 | 16.2 | 41.9 | 3.1 |
| Mathematics | 901 | 47.1 | 11.7 | 37.7 | 3.6 | 236 | 31.3 | 16.5 | 43.6 | 2.5 |
| Social studies | 1153 | 53.9 | 13.9 | 29.8 | 2.4 | 322 | 47.8 | 19.6 | 29.5 | 3.1 |
| English | 1626 | 49.5 | 14.1 | 32.8 | 3.6 | 350 | 40.0 | 22.3 | 31.1 | 6.6 |
| Foreign language | 537 | 51.4 | 12.8 | 30.5 | 5.2 | 71 | 47.9 | 7.0 | 38.0 | 7.0 |
| Fine arts | 411 | 44.8 | 15.1 | 35.5 | 4.6 | 99 | 31.3 | 21.2 | 44.4 | 3.0 |
| Physical education | 707 | 56.9 | 14.0 | 26.2 | 3.0 | 117 | 43.6 | 21.4 | 33.3 | 1.7 |
| Other | 94 | 62.8 | 11.7 | 19.1 | 6.4 | 17 | 58.8 | 11.8 | 29.4 | - |
| Total vocational | 2303 | 53.4 | 8.6 | 34.0 | 4.0 | 1462 | 53.3 | 12.4 | 30.6 | 3.8 |
| Engineering | 256 | 59.0 | 9.0 | 27.0 | 5.1 | 399 | 56.1 | 12.8 | 28.3 | 2.8 |
| Automotive | 188 | 63.8 | 6.4 | 28.7 | 1.1 | 164 | 61.1 | 8.5 | 24.4 | 5.5 |
| Trades | 296 | 62.2 | 5.4 | 27.7 | 4.7 | 87 | 51.0 | 8.0 | 33.3 | 4.6 |
| Graphics | 98 | 61.2 | 7.1 | 27.6 | 4.1 | 58 | 56.9 | 13.8 | 24.1 | 5.2 |
| Service trades, police | 57 | 54.4 | 10.5 | 26.3 | 8.8 | 65 | 53.8 | 16.9 | 27.7 | 1.5 |
| Agriculture | 49 | 61.2 | 4.1 | 32.7 | 2.0 | 24 | 33.3 | 12.5 | 45.8 | 8.3 |
| Home economics | 350 | 53.1 | 11.1 | 32.6 | 3.1 | 38 | 52.6 | 10.5 | 36.8 | - |
| Business education | 885 | 44.2 | 9.6 | 42.0 | 4.2 | 392 | 46.4 | 14.5 | 35.7 | 3.3 |
| Distributive | 81 | 60.5 | 2.3 | 25.9 | 3.7 | 62 | 56.5 | 6.5 | 32.3 | 4.8 |
| Health | 43 | 65.1 | 9.9 | 27.9 | 4.7 | 173 | 54.3 | 12.7 | 27.7 | 5.2 |

TABLE A-70

## BEST PLACE FOR OCCUPATIONAL TRAINING FOR JOBS REQUIRING LESS THAN BACHELOR'S DEGREE BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | POSTSECONDARY TEACHERS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Postsecondary Institution | On the Job | High School | No Opinion | Number | Postsecondary Institution | On the Job | High School | No Opinion |
| TOTAL | 8648 | 15.2 | 47.1 | 34.0 | 3.7 | 3001 | 45.4 | 31.5 | 18.8 | 4.2 |
| Total academic | 6345 | 15.5 | 50.0 | 31.1 | 3.4 | 1539 | 41.6 | 39.1 | 15.9 | 3.4 |
| Science | 916 | 18.3 | 48.8 | 29.9 | 2.9 | 327 | 53.2 | 30.9 | 12.2 | 3.7 |
| Mathematics | 901 | 12.9 | 55.6 | 28.6 | 2.9 | 236 | 41.9 | 43.2 | 12.3 | 2.5 |
| Social studies | 1153 | 15.3 | 48.7 | 33.0 | 3.0 | 322 | 42.2 | 39.1 | 15.5 | 3.1 |
| English | 1626 | 15.5 | 51.0 | 30.2 | 3.3 | 350 | 36.3 | 39.4 | 19.1 | 5.1 |
| Foreign language | 537 | 16.6 | 46.4 | 31.8 | 5.2 | 71 | 28.2 | 47.9 | 21.1 | 2.8 |
| Fine arts | 411 | 16.5 | 47.9 | 30.9 | 4.6 | 99 | 34.3 | 43.4 | 19.2 | 3.0 |
| Physical education | 707 | 15.6 | 48.5 | 32.8 | 3.1 | 117 | 35.0 | 42.7 | 20.5 | 1.7 |
| Other | 94 | 5.3 | 47.9 | 39.4 | 7.4 | 17 | 52.9 | 41.2 | 5.7 | - |
| Total vocational | 2303 | 14.5 | 39.1 | 42.0 | 4.5 | 1462 | 49.4 | 23.8 | 21.8 | 5.0 |
| Engineering technology | 256 | 10.2 | 36.3 | 48.8 | 4.7 | 399 | 46.9 | 28.8 | 20.6 | 3.8 |
| Automotive | 188 | 16.0 | 22.9 | 58.0 | 3.2 | 164 | 50.6 | 15.9 | 26.2 | 7.3 |
| Trades | 296 | 12.8 | 38.2 | 42.6 | 6.4 | 87 | 47.1 | 14.9 | 32.2 | 5.7 |
| Graphics | 98 | 14.3 | 29.6 | 50.0 | 6.1 | 58 | 53.4 | 19.0 | 20.7 | 6.9 |
| Service trades, police | 57 | 7.0 | 14.0 | 73.7 | 5.3 | 65 | 47.7 | 29.2 | 18.5 | 4.6 |
| Agriculture | 49 | 20.4 | 42.9 | 32.7 | 4.1 | 24 | 58.3 | 16.7 | 12.5 | 12.5 |
| Home economics | 350 | 16.6 | 56.3 | 24.3 | 2.9 | 38 | 44.7 | 26.3 | 18.4 | 10.5 |
| Business education | 885 | 15.4 | 29.2 | 41.2 | 4.2 | 392 | 49.5 | 23.5 | 22.7 | 4.3 |
| Distributive education | 81 | 4.9 | 49.4 | 39.5 | 6.2 | 62 | 41.9 | 33.9 | 21.0 | 3.2 |
| Health | 43 | 20.2 | 20.9 | 41.9 | 7.0 | 173 | 56.6 | 21.4 | 17.3 | 4.6 |

## TABLE A-71

### PROBABLE OUTCOME OF PART-TIME STUDENT EMPLOYMENT PROGRAMS LIKE NEIGHBORHOOD YOUTH CORPS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | POSTSECONDARY TEACHERS | | | |
|---|---|---|---|---|---|---|---|---|
| | Number | Keep Student in School | Trap in Low Level Job | No Opinion | Number | Keep Student in School | Trap in Low Level Job | No Opinion |
| TOTAL | 8648 | 67.8 | 26.0 | 6.2 | 3001 | 62.4 | 28.7 | 8.9 |
| Total academic | 6345 | 68.9 | 24.9 | 6.2 | 1539 | 66.2 | 23.8 | 10.0 |
| Science | 916 | 66.7 | 26.7 | 6.6 | 327 | 63.6 | 25.1 | 11.3 |
| Mathematics | 901 | 68.7 | 24.6 | 6.7 | 236 | 61.0 | 29.7 | 9.3 |
| Social studies | 1163 | 68.7 | 27.0 | 4.3 | 322 | 73.3 | 19.6 | 7.1 |
| English | 1626 | 70.4 | 22.7 | 6.9 | 350 | 64.9 | 21.1 | 14.0 |
| Foreign language | 537 | 71.5 | 21.0 | 7.4 | 71 | 69.0 | 26.8 | 4.2 |
| Fine arts | 411 | 59.9 | 32.4 | 7.8 | 99 | 59.6 | 31.3 | 9.1 |
| Physical education | 707 | 70.4 | 24.6 | 5.0 | 117 | 70.9 | 19.7 | 9.4 |
| Other | 94 | 83.0 | 10.6 | 6.4 | 17 | 82.4 | 17.6 | - |
| Total vocational | 2303 | 64.7 | 29.2 | 6.2 | 1462 | 58.4 | 33.9 | 7.7 |
| Engineering technology | 256 | 57.4 | 36.3 | 6.3 | 399 | 54.4 | 36.1 | 9.5 |
| Automotive | 188 | 56.9 | 34.0 | 9.0 | 164 | 47.0 | 45.7 | 7.3 |
| Trades | 296 | 53.7 | 40.2 | 6.1 | 87 | 46.0 | 49.4 | 4.6 |
| Graphics | 98 | 62.2 | 31.6 | 6.1 | 58 | 55.2 | 36.2 | 8.6 |
| Service trades, police | 57 | 54.4 | 33.3 | 12.3 | 65 | 61.5 | 36.9 | 1.5 |
| Agriculture | 49 | 61.2 | 36.7 | 2.0 | 24 | 41.7 | 37.5 | 20.8 |
| Home economics | 350 | 76.0 | 18.3 | 5.7 | 38 | 68.4 | 23.7 | 7.9 |
| Business education | 885 | 69.0 | 25.1 | 5.9 | 392 | 65.6 | 27.6 | 6.9 |
| Distributive education | 81 | 56.8 | 39.5 | 3.7 | 62 | 59.7 | 33.9 | 6.5 |
| Health | 43 | 72.1 | 23.3 | 4.7 | 173 | 68.2 | 24.3 | 7.5 |

TABLE A-72

BEST WAY TO PROVIDE EXPENSIVE VOCATIONAL TRAINING FOR HIGH SCHOOL STUDENTS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | POSTSECONDARY TEACHERS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Area Vocational Center | Specialized Schools | Split Program | No Opinion | Number | Area Vocational Center | Specialized Schools | Split Program | No Opinion |
| TOTAL | 8648 | 41.6 | 11.0 | 42.5 | 4.9 | 3001 | 33.4 | 10.9 | 49.7 | 6.0 |
| Total academic | 6345 | 42.1 | 10.9 | 42.1 | 4.9 | 1539 | 33.4 | 12.0 | 47.9 | 6.8 |
| Science | 916 | 39.6 | 11.0 | 44.9 | 4.5 | 327 | 32.1 | 11.3 | 50.2 | 6.4 |
| Mathematics | 901 | 44.0 | 11.4 | 40.1 | 4.6 | 236 | 35.2 | 12.7 | 46.6 | 5.5 |
| Social studies | 1153 | 46.9 | 9.9 | 39.5 | 3.7 | 322 | 35.7 | 14.0 | 43.8 | 6.5 |
| English | 1626 | 41.5 | 11.4 | 32.5 | 4.7 | 350 | 34.3 | 10.9 | 45.4 | 9.4 |
| Foreign language | 537 | 38.7 | 10.6 | 43.6 | 7.1 | 71 | 31.0 | 11.3 | 49.3 | 8.5 |
| Fine arts | 411 | 36.7 | 8.5 | 48.4 | 6.3 | 99 | 25.0 | 13.1 | 55.6 | 6.1 |
| Physical education | 707 | 43.0 | 11.2 | 40.5 | 5.4 | 117 | 31.6 | 11.1 | 53.8 | 3.4 |
| Other | 94 | 39.4 | 19.1 | 35.1 | 6.4 | 17 | 41.2 | 5.7 | 52.9 | - |
| Total vocational | 2303 | 40.1 | 11.2 | 43.6 | 5.1 | 1462 | 33.5 | 9.6 | 51.6 | 5.2 |
| Engineering technology | 256 | 41.4 | 11.7 | 41.8 | 5.1 | 399 | 37.1 | 8.8 | 48.1 | 6.0 |
| Automotive | 188 | 48.9 | 10.6 | 37.2 | 3.2 | 164 | 31.7 | 9.1 | 53.0 | 6.1 |
| Trades | 296 | 48.3 | 12.2 | 35.5 | 4.1 | 87 | 29.9 | 6.9 | 58.6 | 4.6 |
| Graphics | 98 | 33.7 | 14.3 | 46.9 | 5.1 | 58 | 22.4 | 12.2 | 53.4 | 6.9 |
| Service trades, police | 57 | 36.8 | 19.3 | 35.1 | 8.8 | 65 | 27.7 | 9.2 | 61.5 | 1.5 |
| Agriculture | 49 | 40.8 | 6.1 | 46.9 | 6.1 | 24 | 4.2 | 4.2 | 83.3 | 8.3 |
| Home economics | 350 | 33.1 | 13.1 | 49.4 | 4.3 | 38 | 36.8 | 10.5 | 52.6 | - |
| Business education | 885 | 37.7 | 10.1 | 46.2 | 6.0 | 392 | 39.3 | 9.7 | 46.7 | 4.3 |
| Distributive education | 81 | 44.4 | 9.9 | 43.6 | 7.0 | 62 | 38.7 | 4.8 | 50.0 | 6.5 |
| Health | 43 | 53.5 | 2.3 | 37.2 | 2.5 | 173 | 23.1 | 13.3 | 57.8 | 5.8 |

## TABLE A-73

## DESIRABILITY OF GOAL OF BOTH A SOUND GENERAL EDUCATION AND A SALEABLE SKILL FOR THE HIGH SCHOOL GRADUATE BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | POSTSECONDARY TEACHERS | | | |
|---|---|---|---|---|---|---|---|---|
| | Number | Unrealistic | Desirable | No Opinion | Number | Unrealistic | Desirable | No Opinion |
| TOTAL | 8648 | 34.2 | 59.9 | 5.8 | 3001 | 47.2 | 44.7 | 8.2 |
| Total academic | 6345 | 38.4 | 55.4 | 6.2 | 1539 | 47.9 | 42.9 | 9.2 |
| Science | 916 | 37.7 | 58.1 | 4.3 | 327 | 54.1 | 36.7 | 9.2 |
| Mathematics | 901 | 44.1 | 50.7 | 5.2 | 236 | 57.2 | 34.3 | 8.5 |
| Social studies | 1153 | 38.6 | 55.6 | 5.8 | 322 | 43.2 | 47.5 | 9.3 |
| English | 1626 | 38.1 | 54.4 | 7.5 | 350 | 44.6 | 43.7 | 11.7 |
| Foreign language | 537 | 43.0 | 49.9 | 7.1 | 71 | 47.9 | 45.1 | 7.0 |
| Fine arts | 411 | 36.3 | 57.2 | 6.6 | 99 | 51.5 | 44.4 | 4.0 |
| Physical education | 707 | 31.7 | 61.8 | 6.5 | 117 | 30.8 | 60.7 | 8.5 |
| Other | 94 | 25.5 | 67.0 | 7.4 | 17 | 52.9 | 41.2 | 5.7 |
| Total vocational | 2303 | 22.7 | 72.4 | 4.9 | 1462 | 46.4 | 46.4 | 7.1 |
| Engineering technology | 256 | 22.3 | 73.8 | 3.9 | 399 | 47.6 | 46.1 | 6.3 |
| Automotive | 188 | 20.7 | 71.3 | 8.0 | 164 | 49.4 | 44.5 | 6.1 |
| Trades | 296 | 23.3 | 72.3 | 4.4 | 87 | 48.3 | 48.3 | 3.4 |
| Graphics | 98 | 16.3 | 78.6 | 5.1 | 58 | 50.0 | 39.7 | 10.3 |
| Service trades, police | 57 | 19.3 | 70.2 | 10.5 | 65 | 50.8 | 46.2 | 3.1 |
| Agriculture | 49 | 26.5 | 71.4 | 2.0 | 24 | 50.0 | 37.5 | 12.5 |
| Home economics | 350 | 30.0 | 62.0 | 8.0 | 38 | 39.5 | 57.9 | 2.6 |
| Business education | 885 | 21.0 | 75.4 | 3.6 | 392 | 44.1 | 49.5 | 6.4 |
| Distributive education | 81 | 17.3 | 82.7 | - | 62 | 30.6 | 58.1 | 11.3 |
| Health | 43 | 30.2 | 65.1 | 4.7 | 173 | 49.1 | 38.2 | 12.7 |

## TABLE A-74

## VALIDITY OF THE CHARGE THAT VOCATIONAL HIGH SCHOOL MAJORS CANNOT "MAKE IT" IN COLLEGE BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | POSTSECONDARY TEACHERS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Untrue | True | Irrelevant | No Opinion | Number | Untrue | True | Irrelevant | No Opinion |
| TOTAL | 8648 | 34.7 | 28.7 | 29.8 | 6.7 | 3001 | 34.8 | 33.4 | 22.9 | 8.9 |
| Total academic | 6345 | 29.9 | 31.0 | 32.5 | 6.7 | 1539 | 27.9 | 37.6 | 24.5 | 9.9 |
| Science | 916 | 27.3 | 33.5 | 33.7 | 5.5 | 327 | 23.2 | 38.8 | 27.8 | 10.1 |
| Mathematics | 901 | 28.3 | 30.5 | 36.0 | 5.2 | 236 | 23.7 | 46.6 | 22.9 | 6.8 |
| Social studies | 1153 | 35.6 | 28.6 | 29.3 | 6.4 | 322 | 32.6 | 31.1 | 26.1 | 10.2 |
| English | 1626 | 26.8 | 31.3 | 34.7 | 7.3 | 350 | 22.3 | 41.1 | 22.0 | 14.6 |
| Foreign language | 537 | 27.0 | 29.1 | 36.9 | 7.1 | 71 | 31.0 | 35.2 | 22.5 | 11.3 |
| Fine arts | 411 | 29.7 | 29.9 | 31.1 | 9.2 | 99 | 39.4 | 27.3 | 27.3 | 6.1 |
| Physical education | 707 | 34.5 | 33.7 | 25.3 | 6.5 | 117 | 41.9 | 33.3 | 19.7 | 5.1 |
| Other | 94 | 36.2 | 28.7 | 23.4 | 11.7 | 17 | 29.4 | 35.3 | 35.3 | - |
| Total vocational | 2303 | 48.1 | 22.5 | 22.5 | 6.9 | 1462 | 42.1 | 28.9 | 21.1 | 7.9 |
| Engineering technology | 256 | 49.2 | 24.2 | 19.1 | 7.4 | 399 | 31.1 | 34.3 | 28.1 | 6.5 |
| Automotive | 188 | 46.3 | 21.3 | 25.0 | 7.4 | 164 | 51.2 | 22.0 | 15.2 | 11.6 |
| Trades | 296 | 47.3 | 23.6 | 22.0 | 7.1 | 87 | 36.8 | 26.4 | 31.0 | 5.7 |
| Graphics | 98 | 45.9 | 27.6 | 20.4 | 6.1 | 58 | 46.6 | 27.6 | 19.0 | 6.9 |
| Service trades, police | 57 | 43.9 | 28.1 | 15.8 | 12.3 | 65 | 46.2 | 27.7 | 20.0 | 6.2 |
| Agriculture | 49 | 61.2 | 6.1 | 26.5 | 6.1 | 24 | 45.8 | 25.0 | 20.8 | 8.3 |
| Home economics | 350 | 40.3 | 25.4 | 28.3 | 6.0 | 38 | 57.9 | 21.1 | 15.8 | 5.3 |
| Business education | 885 | 50.2 | 21.2 | 22.3 | 6.3 | 392 | 47.7 | 28.8 | 17.1 | 6.4 |
| Distributive education | 81 | 58.0 | 21.0 | 11.1 | 9.9 | 62 | 46.8 | 27.4 | 19.7 | 11.3 |
| Health | 43 | 51.2 | 16.3 | 23.3 | 9.3 | 173 | 39.9 | 28.3 | 14.5 | 12.1 |

## TABLE A-75

### BEST INSTITUTIONAL ARRANGEMENT FOR TWO-YEAR COLLEGE ACADEMIC AND VOCATIONAL PROGRAMS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | | POSTSECONDARY TEACHERS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Separate Schools | Separate Classes | Same Classes | No Opinion | Number | Separate Schools | Separate Classes | Same Classes | No Opinion |
| TOTAL | 8648 | 37.5 | 24.1 | 33.7 | 4.6 | 3001 | 20.3 | 33.7 | 41.5 | 4.5 |
| Total academic | 6345 | 39.0 | 25.4 | 31.3 | 4.4 | 1539 | 15.3 | 38.8 | 41.9 | 4.0 |
| Science | 916 | 37.4 | 27.2 | 31.7 | 3.7 | 327 | 14.1 | 46.2 | 36.1 | 3.7 |
| Mathematics | 901 | 38.5 | 29.6 | 27.9 | 4.0 | 236 | 15.3 | 41.1 | 38.1 | 5.5 |
| Social studies | 1153 | 38.4 | 25.8 | 32.8 | 2.9 | 322 | 25.4 | 32.9 | 47.5 | 3.1 |
| English | 1626 | 41.6 | 25.3 | 28.4 | 4.6 | 350 | 14.9 | 39.1 | 40.6 | 5.4 |
| Foreign language | 537 | 42.5 | 23.8 | 28.1 | 5.6 | 71 | 14.1 | 29.6 | 42.3 | 2.8 |
| Fine arts | 411 | 35.8 | 25.1 | 33.3 | 5.8 | 99 | 16.5 | 33.3 | 50.5 | 2.0 |
| Physical education | 707 | 35.1 | 19.5 | 40.2 | 5.2 | 117 | 9.4 | 39.3 | 47.9 | 3.4 |
| Other | 94 | 42.6 | 14.9 | 35.1 | 7.4 | 17 | 29.4 | 35.3 | 35.3 | - |
| Total vocational | 2303 | 33.6 | 20.8 | 40.4 | 5.3 | 1462 | 25.6 | 28.2 | 41.2 | 5.0 |
| Engineering technology | 256 | 30.5 | 22.3 | 39.5 | 7.8 | 399 | 31.3 | 34.1 | 30.6 | 4.0 |
| Automotive | 188 | 42.0 | 13.8 | 39.4 | 4.8 | 164 | 41.5 | 23.2 | 28.7 | 6.7 |
| Trades | 296 | 33.1 | 20.6 | 40.2 | 6.1 | 87 | 34.5 | 33.3 | 24.1 | 8.0 |
| Graphics | 98 | 36.7 | 13.3 | 42.9 | 7.1 | 58 | 22.4 | 25.9 | 48.3 | 3.4 |
| Service trades, police | 57 | 31.6 | 17.5 | 42.1 | 8.8 | 65 | 26.2 | 13.8 | 55.4 | 4.6 |
| Agriculture | 49 | 40.8 | 36.7 | 20.4 | 2.0 | 24 | 20.8 | 12.5 | 62.5 | 4.2 |
| Home economics | 350 | 34.3 | 25.1 | 35.1 | 5.4 | 38 | 21.1 | 26.3 | 44.7 | 7.9 |
| Business education | 885 | 31.8 | 20.2 | 43.8 | 4.2 | 392 | 17.3 | 25.8 | 52.6 | 4.3 |
| Distributive education | 81 | 30.9 | 22.2 | 42.0 | 4.9 | 62 | 22.6 | 41.9 | 53.2 | 6.5 |
| Health | 43 | 41.9 | 18.6 | 34.9 | 4.7 | 173 | 15.0 | 26.6 | 29.0 | 5.2 |

## TABLE A-76

### PROBABLE OUTCOME OF MORE RIGID ENTRANCE REQUIREMENTS FOR OCCUPATIONAL PROGRAMS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS | | | | POSTSECONDARY TEACHERS | | | |
|---|---|---|---|---|---|---|---|---|
| | Number | Enhance Prestige | Exclude Target Population | No Opinion | Number | Enhance Prestige | Exclude Target Population | No Opinion |
| TOTAL | 8648 | 40.3 | 54.0 | 5.7 | 3001 | 31.8 | 61.4 | 6.8 |
| Total academic | 6345 | 36.4 | 57.6 | 6.0 | 1539 | 25.3 | 67.5 | 7.1 |
| Science | 916 | 35.6 | 59.7 | 4.7 | 327 | 27.8 | 66.1 | 6.1 |
| Mathematics | 901 | 36.2 | 58.9 | 4.9 | 236 | 22.5 | 74.2 | 3.4 |
| Social studies | 1153 | 37.7 | 57.2 | 5.1 | 322 | 23.3 | 67.7 | 9.0 |
| English | 1626 | 33.9 | 58.9 | 7.1 | 350 | 24.3 | 64.3 | 11.4 |
| Foreign language | 537 | 32.4 | 59.8 | 7.8 | 71 | 28.2 | 66.2 | 5.6 |
| Fine arts | 411 | 36.3 | 56.7 | 7.1 | 99 | 23.2 | 72.7 | 4.0 |
| Physical education | 707 | 45.0 | 49.4 | 5.7 | 117 | 31.6 | 65.8 | 2.6 |
| Other | 94 | 30.9 | 62.8 | 6.4 | 17 | 35.3 | 52.9 | 11.8 |
| Total vocational | 2303 | 51.2 | 43.9 | 4.9 | 1462 | 38.6 | 55.0 | 6.4 |
| Engineering technology | 256 | 52.7 | 41.4 | 5.9 | 399 | 36.8 | 56.6 | 6.5 |
| Automotive | 188 | 74.5 | 19.7 | 5.9 | 164 | 51.2 | 43.3 | 5.5 |
| Trades | 296 | 63.2 | 32.1 | 4.7 | 87 | 54.0 | 42.5 | 3.4 |
| Graphics | 98 | 66.3 | 30.6 | 3.1 | 58 | 41.4 | 50.0 | 8.6 |
| Service trades, police | 57 | 57.9 | 28.1 | 14.0 | 65 | 33.8 | 60.0 | 6.2 |
| Agriculture | 49 | 44.9 | 51.0 | 4.1 | 24 | 29.2 | 54.2 | 16.7 |
| Home economics | 350 | 44.0 | 51.1 | 4.9 | 38 | 44.7 | 47.4 | 7.9 |
| Business education | 885 | 42.6 | 53.3 | 4.1 | 392 | 33.4 | 61.5 | 5.1 |
| Distributive education | 81 | 53.1 | 34.9 | 2.5 | 62 | 30.6 | 54.3 | 7.5 |
| Health | 43 | 55.8 | 44.4 | 9.3 | 173 | 38.2 | 58.1 | 11.3 |

## TABLE A-77

## EVALUATION OF CURRENT OCCUPATIONAL PROGRAMS BY SUBJECT TAUGHT
(In Percentages)

| Subject | SECONDARY TEACHERS |  |  |  |  | POSTSECONDARY TEACHERS |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | Number | Realistic | Out of Date | Neglect Nonaverage Student | No Opinion | Number | Realistic | Out of Date | Neglect Nonaverage Student | No Opinion |
| TOTAL | 8648 | 32.9 | 20.0 | 37.7 | 9.4 | 3001 | 38.4 | 14.6 | 35.5 | 11.0 |
| Total academic | 6345 | 29.9 | 22.2 | 37.7 | 10.2 | 1539 | 31.2 | 18.7 | 36.2 | 13.9 |
| Science | 916 | 31.0 | 24.5 | 36.6 | 8.0 | 327 | 35.8 | 14.4 | 36.4 | 13.5 |
| Mathematics | 901 | 30.5 | 19.2 | 38.7 | 11.5 | 236 | 33.5 | 16.9 | 37.7 | 11.9 |
| Social studies | 1153 | 26.8 | 26.9 | 37.0 | 9.3 | 322 | 25.8 | 29.2 | 33.5 | 11.5 |
| English | 1626 | 28.2 | 21.1 | 39.5 | 11.2 | 350 | 24.6 | 17.4 | 37.4 | 20.6 |
| Foreign language | 537 | 28.7 | 20.7 | 36.7 | 14.0 | 71 | 38.0 | 16.9 | 31.0 | 14.1 |
| Fine arts | 411 | 29.7 | 22.4 | 37.5 | 10.5 | 99 | 24.3 | 10.1 | 40.4 | 15.2 |
| Physical education | 707 | 38.0 | 18.4 | 35.2 | 8.3 | 117 | 26.8 | 18.8 | 38.5 | 6.0 |
| Other | 94 | 30.9 | 25.5 | 39.4 | 4.3 | 17 | 64.7 | 11.8 | 17.6 | 5.7 |
| Total vocational | 2303 | 41.1 | 13.9 | 37.7 | 7.3 | 1462 | 46.4 | 10.7 | 34.9 | 8.0 |
| Engineering technology | 256 | 40.2 | 17.6 | 37.1 | 5.1 | 399 | 48.6 | 11.5 | 31.1 | 8.8 |
| Automotive | 188 | 51.6 | 13.8 | 26.6 | 8.0 | 164 | 45.1 | 9.8 | 37.2 | 7.9 |
| Trades | 296 | 41.2 | 20.6 | 32.1 | 6.1 | 87 | 51.7 | 12.6 | 31.0 | 4.6 |
| Graphics | 98 | 41.8 | 9.2 | 41.8 | 7.1 | 58 | 37.9 | 12.1 | 36.2 | 13.8 |
| Service trades, police | 57 | 45.6 | 10.5 | 33.3 | 10.5 | 65 | 50.8 | 10.8 | 33.8 | 4.6 |
| Agriculture | 49 | 36.7 | 14.3 | 44.9 | 4.1 | 24 | 33.3 | 20.8 | 37.5 | 8.3 |
| Home economics | 350 | 40.0 | 10.6 | 40.3 | 9.1 | 38 | 36.8 | 2.6 | 55.3 | 5.3 |
| Business education | 885 | 37.6 | 13.0 | 41.7 | 7.7 | 392 | 43.4 | 10.5 | 38.3 | 7.9 |
| Distributive education | 81 | 46.9 | 12.3 | 35.8 | 4.9 | 62 | 46.8 | 21.0 | 25.8 | 6.5 |
| Health | 43 | 67.4 | 9.3 | 18.6 | 4.7 | 173 | 51.4 | 5.8 | 34.1 | 8.7 |

## TABLE A-78

## ADEQUACY OF SCHOOL'S VOCATIONAL COUNSELING
COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| | Number | Above Average | Average | Below Average | Non-Existent | No Opinion |
|---|---|---|---|---|---|---|
| TOTAL SECONDARY | 9637 | 22.7 | 35.6 | 28.6 | 2.6 | 10.5 |
| Small Comprehensive High School | 3059 | 20.6 | 37.9 | 28.7 | 3.1 | 9.8 |
| Administrators | 131 | 39.7 | 38.9 | 17.6 | 3.8 | - |
| Counselors | 166 | 25.3 | 44.6 | 27.7 | .6 | 1.8 |
| Academic teachers | 2171 | 20.0 | 38.3 | 27.1 | 2.9 | 11.8 |
| Vocational teachers | 596 | 16.9 | 33.9 | 37.2 | 4.4 | 6.7 |
| Large Comprehensive High School | 5114 | 21.2 | 35.0 | 30.1 | 2.4 | 11.3 |
| Administrators | 184 | 35.9 | 41.3 | 17.4 | 1.1 | 4.3 |
| Counselors | 328 | 20.1 | 37.5 | 38.1 | 2.1 | 2.1 |
| Academic teachers | 3597 | 22.2 | 35.6 | 27.1 | 1.8 | 13.3 |
| Vocational teachers | 1005 | 11.0 | 23.5 | 27.4 | 3.7 | 4.0 |
| Vocational High School | 1464 | 32.2 | 32.9 | 22.9 | 2.5 | 9.4 |
| Administrators | 90 | 46.7 | 32.2 | 16.7 | 1.1 | 3.3 |
| Counselors | 90 | 50.0 | 18.9 | 26.7 | 1.1 | 3.3 |
| Academic teachers | 577 | 33.6 | 37.3 | 17.7 | .9 | 10.6 |
| Vocational teachers | 707 | 27.0 | 31.3 | 27.5 | 4.2 | 10.1 |
| TOTAL POSTSECONDARY | 3500 | 32.7 | 31.7 | 18.0 | 1.0 | 16.6 |
| Vocational-Technical Center | 775 | 38.2 | 36.0 | 15.0 | 1.2 | 9.7 |
| Administrators | 62 | 51.6 | 32.3 | 11.3 | - | 4.8 |
| Counselors | 34 | 67.7 | 20.6 | 8.8 | - | 2.9 |
| Academic teachers | 124 | 28.3 | 39.5 | 14.5 | 2.4 | 15.3 |
| Vocational teachers | 555 | 37.1 | 36.6 | 15.9 | 1.1 | 9.4 |
| Small Junior College | 1021 | 24.3 | 29.3 | 22.1 | 1.9 | 22.4 |
| Administrators | 90 | 37.8 | 38.9 | 18.9 | - | 4.4 |
| Counselors | 63 | 30.1 | 31.7 | 34.9 | 1.6 | 1.6 |
| Academic teachers | 630 | 22.1 | 29.0 | 21.1 | 2.2 | 25.5 |
| Vocational teachers | 238 | 23.5 | 29.2 | 22.1 | 1.8 | 22.7 |
| Large Junior College | 1704 | 35.2 | 31.3 | 16.9 | .4 | 16.3 |
| Administrators | 123 | 49.6 | 34.1 | 13.9 | - | 2.4 |
| Counselors | 126 | 54.0 | 27.0 | 15.1 | .8 | 3.2 |
| Academic teachers | 786 | 31.5 | 33.1 | 16.2 | .3 | 19.1 |
| Vocational teachers | 669 | 33.4 | 29.4 | 18.7 | .6 | 18.0 |

TABLE A-79

ADEQUACY OF SCHOOL'S VOCATIONAL PLACEMENT
COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| | Number | Above Average | Average | Below Average | Non-Existent | No Opinion |
|---|---|---|---|---|---|---|
| TOTAL SECONDARY | 3500 | 38.3 | 27.0 | 12.8 | 1.9 | 20.0 |
| Small Comprehensive High School | 775 | 55.1 | 28.4 | 7.1 | .4 | 9.0 |
| Administrators | 62 | 70.9 | 22.6 | 3.2 | - | 3.2 |
| Counselors | 34 | 52.9 | 35.3 | 8.8 | - | 2.9 |
| Academic teachers | 124 | 50.8 | 25.8 | 4.0 | .8 | 18.5 |
| Vocational teachers | 555 | 54.4 | 29.2 | 8.1 | .4 | 7.9 |
| Large Comprehensive High School | 1021 | 24.2 | 25.8 | 17.3 | 4.7 | 28.0 |
| Administrators | 90 | 34.5 | 38.9 | 16.6 | 5.6 | 4.4 |
| Counselors | 63 | 26.9 | 27.0 | 33.3 | 6.3 | 6.3 |
| Academic teachers | 630 | 19.9 | 24.9 | 15.3 | 5.2 | 34.8 |
| Vocational teachers | 238 | 31.1 | 22.7 | 18.9 | 2.5 | 24.8 |
| Vocational High School | 1704 | 39.2 | 27.2 | 12.6 | .9 | 20.1 |
| Administrators | 123 | 57.7 | 24.4 | 12.2 | .8 | 4.9 |
| Counselors | 126 | 49.2 | 32.5 | 10.3 | 2.4 | 5.6 |
| Academic teachers | 786 | 32.8 | 29.9 | 11.9 | .5 | 25.0 |
| Vocational teachers | 669 | 41.3 | 23.5 | 14.0 | 1.2 | 20.1 |
| TOTAL POSTSECONDARY | 9637 | 23.1 | 33.6 | 23.5 | 4.4 | 15.8 |
| Vocational-Technical Center | 3059 | 15.5 | 36.6 | 27.3 | 6.6 | 15.2 |
| Administrators | 131 | 24.4 | 46.6 | 22.1 | 6.1 | .8 |
| Counselors | 166 | 18.1 | 38.6 | 27.1 | 12.6 | 3.6 |
| Academic teachers | 2171 | 15.4 | 35.3 | 25.2 | 5.8 | 18.3 |
| Vocational teachers | 591 | 12.4 | 35.7 | 34.9 | 6.9 | 10.2 |
| Small Junior College | 5114 | 19.8 | 34.0 | 15.8 | 4.0 | 17.9 |
| Administrators | 184 | 22.3 | 42.4 | 24.5 | 3.3 | 7.6 |
| Counselors | 328 | 14.6 | 36.9 | 34.8 | 9.5 | 2.7 |
| Academic teachers | 3597 | 19.9 | 34.5 | 21.4 | 3.2 | 21.1 |
| Vocational teachers | 1005 | 20.6 | 29.8 | 31.6 | 5.3 | 12.8 |
| Large Junior College | 1464 | 50.6 | 26.0 | 12.8 | 1.2 | 9.4 |
| Administrators | 90 | 68.9 | 17.8 | 6.6 | - | 6.7 |
| Counselors | 90 | 47.8 | 30.0 | 17.8 | 1.1 | 3.3 |
| Academic teachers | 577 | 47.9 | 28.6 | 12.1 | .9 | 10.6 |
| Vocational teachers | 707 | 50.7 | 24.5 | 13.4 | 1.7 | 9.6 |

TABLE A-80

BREADTH OF VOCATIONAL COURSES
COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| | Number | Above Average | Average | Below Average | Non-Existent | No Opinion |
|---|---|---|---|---|---|---|
| TOTAL SECONDARY | 9637 | 28.4 | 28.3 | 29.2 | 2.1 | 11.6 |
| Small Comprehensive High School | 3059 | 17.6 | 31.3 | 38.5 | 2.5 | 10.1 |
| Administrators | 131 | 19.8 | 37.4 | 37.4 | 3.0 | 2.3 |
| Counselors | 166 | 19.3 | 24.7 | 50.6 | 2.4 | 3.0 |
| Academic teachers | 2171 | 15.6 | 31.0 | 38.8 | 2.0 | 12.4 |
| Vocational teachers | 591 | 24.0 | 32.7 | 34.0 | 3.9 | 5.4 |
| Large Comprehensive High School | 5114 | 24.7 | 29.6 | 29.9 | 2.4 | 13.3 |
| Administrators | 184 | 32.0 | 33.7 | 25.0 | 3.3 | 6.0 |
| Counselors | 328 | 21.0 | 30.5 | 41.2 | 3.0 | 4.3 |
| Academic teachers | 3597 | 22.8 | 29.2 | 30.0 | 2.0 | 16.0 |
| Vocational teachers | 1005 | 31.6 | 30.0 | 26.9 | 3.6 | 8.0 |
| Vocational High School | 1464 | 63.7 | 20.1 | 7.0 | .2 | 8.9 |
| Administrators | 90 | 73.4 | 13.3 | 5.5 | - | 7.8 |
| Counselors | 90 | 62.2 | 18.9 | 12.2 | - | 6.7 |
| Academic teachers | 577 | 60.7 | 22.2 | 6.9 | - | 10.2 |
| Vocational teachers | 707 | 65.2 | 19.5 | 6.6 | .4 | 8.2 |
| TOTAL POSTSECONDARY | 3500 | 48.1 | 22.8 | 12.0 | 1.5 | 15.6 |
| Vocational-Technical Center | 775 | 59.7 | 26.2 | 5.3 | .1 | 8.6 |
| Administrators | 62 | 54.8 | 30.6 | 6.5 | - | 8.1 |
| Counselors | 34 | 61.7 | 35.3 | 2.9 | - | - |
| Academic teachers | 124 | 55.7 | 25.0 | 7.3 | .8 | 11.3 |
| Vocational teachers | 555 | 61.0 | 25.4 | 4.9 | - | 8.7 |
| Small Junior College | 1021 | 28.9 | 26.7 | 18.3 | 4.7 | 21.6 |
| Administrators | 90 | 25.6 | 36.7 | 31.1 | 3.3 | 3.3 |
| Counselors | 63 | 38.1 | 20.6 | 34.9 | 4.8 | 1.6 |
| Academic teachers | 630 | 25.8 | 24.9 | 16.8 | 6.2 | 26.2 |
| Vocational teachers | 238 | 34.9 | 29.4 | 13.0 | 1.3 | 21.4 |
| Large Junior College | 1704 | 54.3 | 19.0 | 11.3 | .2 | 15.2 |
| Administrators | 123 | 57.7 | 22.0 | 15.4 | .8 | 4.0 |
| Counselors | 126 | 63.5 | 16.7 | 15.9 | .8 | 3.2 |
| Academic teachers | 786 | 47.9 | 21.1 | 12.2 | .3 | 18.5 |
| Vocational teachers | 669 | 59.6 | 16.3 | 8.5 | - | 15.5 |

## TABLE A-81

## SUITABILITY OF VOCATIONAL COURSES FOR LOCAL JOB MARKET
## COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| | Number | Above Average | Average | Below Average | Non-Existent | No Opinion |
|---|---|---|---|---|---|---|
| TOTAL SECONDARY | 9637 | 24.0 | 31.7 | 23.9 | 3.2 | 17.1 |
| Small Comprehensive High School | 3059 | 15.7 | 33.5 | 30.5 | 4.4 | 16.0 |
| Administrators | 131 | 21.4 | 42.0 | 31.3 | 3.8 | 1.6 |
| Counselors | 166 | 18.1 | 35.6 | 34.9 | 8.4 | 3.0 |
| Academic teachers | 2171 | 12.7 | 31.9 | 31.3 | 4.2 | 19.9 |
| Vocational teachers | 591 | 24.7 | 36.7 | 26.2 | 3.9 | 8.5 |
| Large Comprehensive High School | 5114 | 19.8 | 32.6 | 24.6 | 3.3 | 19.7 |
| Administrators | 184 | 27.2 | 42.9 | 19.6 | 1.6 | 8.7 |
| Counselors | 328 | 14.9 | 35.4 | 36.9 | 6.4 | 6.4 |
| Academic teachers | 3597 | 17.6 | 31.3 | 24.0 | 3.0 | 24.2 |
| Vocational teachers | 1005 | 28.2 | 34.4 | 23.6 | 3.9 | 10.0 |
| Vocational High School | 1464 | 56.0 | 25.1 | 8.0 | .3 | 10.5 |
| Administrators | 90 | 71.1 | 23.3 | - | - | 5.5 |
| Counselors | 90 | 56.7 | 23.3 | 15.6 | - | 4.4 |
| Academic teachers | 577 | 48.0 | 28.4 | 10.0 | .2 | 13.3 |
| Vocational teachers | 707 | 60.5 | 22.9 | 6.4 | .6 | 9.7 |
| TOTAL POSTSECONDARY | 3500 | 53.1 | 21.9 | 6.9 | 1.5 | 16.6 |
| Vocational-Technical Center | 775 | 64.6 | 24.0 | 3.7 | .1 | 19.9 |
| Administrators | 62 | 64.5 | 27.4 | 3.2 | - | 24.2 |
| Counselors | 34 | 79.4 | 14.7 | 2.9 | - | 2.9 |
| Academic teachers | 124 | 65.4 | 19.4 | 3.2 | .8 | 11.3 |
| Vocational teachers | 555 | 63.6 | 25.2 | 4.0 | - | 7.2 |
| Small Junior College | 1021 | 38.5 | 21.8 | 10.0 | 4.6 | 25.1 |
| Administrators | 90 | 53.4 | 23.3 | 12.2 | 3.3 | 7.7 |
| Counselors | 63 | 49.2 | 27.0 | 12.6 | 7.9 | 3.2 |
| Academic teachers | 630 | 33.0 | 20.0 | 11.1 | 5.6 | 30.3 |
| Vocational teachers | 238 | 44.5 | 24.8 | 5.5 | 1.7 | 23.5 |
| Large Junior College | 1704 | 56.5 | 21.0 | 6.6 | .3 | 15.6 |
| Administrators | 123 | 66.7 | 22.8 | 6.5 | .8 | 3.2 |
| Counselors | 126 | 65.9 | 22.2 | 7.1 | .8 | 4.0 |
| Academic teachers | 786 | 49.2 | 22.0 | 7.1 | .3 | 21.4 |
| Vocational teachers | 669 | 61.4 | 19.3 | 5.8 | .1 | 13.3 |

## TABLE A-82

### SUITABILITY OF VOCATIONAL COURSES FOR FURTHER VOCATIONAL TRAINING
### COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| | Number | Above Average | Average | Below Average | Non-Existent | No Opinion |
|---|---|---|---|---|---|---|
| TOTAL SECONDARY | 9637 | 27.0 | 34.0 | 18.4 | 2.3 | 18.3 |
| Small Comprehensive High School | 3059 | 18.3 | 37.3 | 25.1 | 2.8 | 16.6 |
| Administrators | 131 | 28.2 | 42.7 | 22.1 | 4.6 | 2.3 |
| Counselors | 166 | 21.7 | 39.2 | 29.5 | 4.2 | 5.4 |
| Academic teachers | 2171 | 14.0 | 36.3 | 26.6 | 2.6 | 20.5 |
| Vocational teachers | 591 | 30.6 | 38.9 | 19.0 | 1.2 | 1.5 |
| Large Comprehensive High School | 5114 | 23.2 | 34.7 | 18.4 | 2.6 | 21.1 |
| Administrators | 184 | 32.6 | 44.0 | 13.6 | 1.6 | 8.2 |
| Counselors | 328 | 26.2 | 36.3 | 26.8 | 4.3 | 6.4 |
| Academic teachers | 3597 | 19.7 | 33.3 | 18.2 | 2.4 | 26.4 |
| Vocational teachers | 1005 | 32.8 | 37.5 | 17.1 | 3.1 | 9.5 |
| Vocational High School | 1464 | 58.4 | 24.6 | 4.8 | .3 | 11.8 |
| Administrators | 90 | 65.5 | 23.3 | - | - | 11.1 |
| Counselors | 90 | 64.5 | 17.8 | 8.9 | - | 8.9 |
| Academic teachers | 577 | 52.2 | 28.4 | 4.9 | - | 14.5 |
| Vocational teachers | 707 | 61.8 | 22.5 | 5.1 | .6 | 10.0 |
| TOTAL POSTSECONDARY | 3500 | 47.4 | 23.5 | 5.6 | 2.1 | 21.5 |
| Vocational-Technical Center | 775 | 57.6 | 26.7 | 3.6 | .9 | 11.2 |
| Administrators | 62 | 53.2 | 24.2 | 9.7 | 1.6 | 11.3 |
| Counselors | 34 | 64.7 | 23.5 | - | - | 11.7 |
| Academic teachers | 124 | 55.6 | 24.2 | 5.6 | .8 | 13.7 |
| Vocational teachers | 555 | 58.0 | 27.7 | 2.7 | .9 | 10.7 |
| Small Junior College | 1021 | 32.5 | 24.5 | 6.7 | 5.9 | 30.5 |
| Administrators | 90 | 44.4 | 31.1 | 5.5 | 4.4 | 14.4 |
| Counselors | 63 | 38.1 | 34.9 | 9.6 | 7.9 | 9.5 |
| Academic teachers | 630 | 27.0 | 21.9 | 7.5 | 7.0 | 36.7 |
| Vocational teachers | 238 | 41.2 | 26.1 | 4.2 | 2.9 | 25.7 |
| Large Junior College | 1704 | 51.6 | 21.4 | 5.8 | .5 | 20.7 |
| Administrators | 123 | 65.9 | 18.7 | 7.3 | 2.4 | 5.7 |
| Counselors | 126 | 65.0 | 23.8 | 5.6 | .8 | 4.8 |
| Academic teachers | 786 | 43.0 | 23.5 | 5.0 | .1 | 28.3 |
| Vocational teachers | 669 | 56.6 | 18.8 | 6.5 | .4 | 17.5 |

## TABLE A-83

### BOARD OF EDUCATION SUPPORT FOR INNOVATIONS IN VOCATIONAL PROGRAMS
### COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| | Number | Above Average | Average | Below Average | Non-Existent | No Opinion |
|---|---|---|---|---|---|---|
| TOTAL SECONDARY | 9637 | 25.5 | 31.8 | 18.7 | 2.6 | 21.4 |
| Small Comprehensive High School | 3059 | 21.8 | 33.8 | 21.6 | 3.6 | 19.3 |
| Administrators | 131 | 37.4 | 40.5 | 12.2 | 6.9 | 3.1 |
| Counselors | 166 | 27.1 | 39.2 | 24.7 | 2.4 | 6.6 |
| Academic teachers | 2171 | 19.6 | 32.6 | 21.2 | 3.6 | 23.1 |
| Vocational teachers | 591 | 25.0 | 35.2 | 16.2 | 6.8 | 12.7 |
| Large Comprehensive High School | 5114 | 24.9 | 31.5 | 17.7 | 2.5 | 23.4 |
| Administrators | 184 | 50.0 | 27.7 | 10.9 | 1.1 | 10.3 |
| Counselors | 328 | 28.7 | 33.8 | 25.6 | 3.0 | 8.8 |
| Academic teachers | 3597 | 22.2 | 30.6 | 16.7 | 2.4 | 28.1 |
| Vocational teachers | 1005 | 28.9 | 34.6 | 19.9 | 2.9 | 13.7 |
| Vocational High School | 1464 | 35.0 | 28.8 | 16.1 | 1.0 | 19.1 |
| Administrators | 90 | 52.2 | 31.1 | 12.2 | - | 4.4 |
| Counselors | 90 | 35.6 | 32.2 | 17.8 | - | 14.5 |
| Academic teachers | 577 | 31.8 | 28.6 | 15.6 | 1.2 | 22.9 |
| Vocational teachers | 707 | 35.4 | 28.3 | 16.7 | 1.1 | 18.5 |
| TOTAL POSTSECONDARY | 3500 | 40.5 | 22.2 | 8.2 | 3.1 | 25.9 |
| Vocational-Technical Center | 775 | 40.8 | 29.3 | 8.5 | 1.7 | 19.7 |
| Administrators | 62 | 48.3 | 29.0 | 8.0 | 1.6 | 12.9 |
| Counselors | 34 | 58.8 | 23.5 | 5.9 | 2.9 | 8.8 |
| Academic teachers | 124 | 46.0 | 19.4 | 8.1 | 3.2 | 23.3 |
| Vocational teachers | 555 | 37.6 | 31.9 | 8.9 | 1.3 | 20.3 |
| Small Junior College | 1021 | 35.6 | 17.9 | 5.4 | 5.6 | 35.6 |
| Administrators | 90 | 52.2 | 20.0 | 4.4 | 5.6 | 17.7 |
| Counselors | 63 | 52.3 | 28.6 | 4.8 | 4.8 | 9.5 |
| Academic teachers | 630 | 32.6 | 15.2 | 6.3 | 6.3 | 39.5 |
| Vocational teachers | 238 | 41.7 | 21.4 | 10.8 | 2.1 | 24.1 |
| Large Junior College | 1704 | 43.4 | 21.5 | 9.8 | 2.2 | 22.9 |
| Administrators | 123 | 62.6 | 15.4 | 6.6 | 4.9 | 10.6 |
| Counselors | 126 | 52.3 | 25.4 | 10.4 | 6.3 | 5.6 |
| Academic teachers | 786 | 40.5 | 22.1 | 9.5 | 1.3 | 26.7 |
| Vocational teachers | 669 | 41.7 | 21.4 | 10.8 | 2.1 | 24.1 |

## TABLE A-84

### ADEQUACY OF SCHOOL'S ACADEMIC COUNSELING
### COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| | Number | Above Average | Average | Below Average | Non-Existent | No Opinion |
|---|---|---|---|---|---|---|
| TOTAL SECONDARY | 9637 | 37.1 | 37.8 | 17.3 | .6 | 7.4 |
| Small Comprehensive High School | 3059 | 35.6 | 39.6 | 17.7 | .5 | 6.6 |
| Administrators | 131 | 67.2 | 28.2 | 3.8 | .8 | - |
| Counselors | 166 | 67.5 | 27.7 | 3.0 | - | 1.8 |
| Academic teachers | 2171 | 31.4 | 40.8 | 19.9 | .5 | 7.4 |
| Vocational teachers | 591 | 35.2 | 41.1 | 16.4 | .8 | .5 |
| Large Comprehensive High School | 5114 | 40.8 | 36.3 | 16.8 | .3 | 6.3 |
| Administrators | 184 | 82.1 | 13.6 | 1.6 | - | 2.7 |
| Counselors | 328 | 65.2 | 29.6 | 4.0 | - | 1.2 |
| Academic teachers | 2597 | 36.4 | 37.6 | 19.1 | .4 | 6.5 |
| Vocational teachers | 1005 | 38.9 | 37.8 | 15.4 | - | 7.9 |
| Vocational High School | 1464 | 27.6 | 39.2 | 18.3 | 2.0 | 12.9 |
| Administrators | 90 | 41.1 | 40.0 | 8.9 | - | 10.0 |
| Counselors | 90 | 36.6 | 42.3 | 6.7 | 1.1 | 3.3 |
| Academic teachers | 577 | 24.4 | 39.3 | 18.2 | 2.0 | 13.0 |
| Vocational teachers | 707 | 26.0 | 38.8 | 15.7 | 2.4 | 17.2 |
| TOTAL POSTSECONDARY | 3500 | 33.4 | 35.5 | 15.4 | 1.5 | 14.2 |
| Vocational-Technical Center | 775 | 21.7 | 37.0 | 16.8 | 6.3 | 18.2 |
| Administrators | 62 | 17.8 | 38.7 | 9.7 | 11.3 | 22.6 |
| Counselors | 34 | 41.2 | 23.5 | 20.5 | 5.9 | 8.8 |
| Academic teachers | 124 | 22.5 | 38.7 | 18.6 | 4.0 | 16.1 |
| Vocational teachers | 555 | 20.7 | 37.3 | 16.9 | 6.3 | 18.8 |
| Small Junior College | 1021 | 32.6 | 37.4 | 16.0 | .2 | 13.8 |
| Administrators | 90 | 56.7 | 37.8 | 4.4 | - | 1.1 |
| Counselors | 63 | 50.8 | 30.2 | 19.1 | - | - |
| Academic teachers | 630 | 30.3 | 36.7 | 19.0 | .2 | 13.8 |
| Vocational teachers | 238 | 24.8 | 41.2 | 11.3 | .4 | 22.3 |
| Large Junior College | 1704 | 39.2 | 33.7 | 14.4 | .2 | 12.6 |
| Administrators | 123 | 68.3 | 28.5 | .8 | - | 2.4 |
| Counselors | 126 | 75.5 | 22.2 | 1.6 | - | .8 |
| Academic teachers | 786 | 33.5 | 36.6 | 19.7 | .4 | 9.8 |
| Vocational teachers | 669 | 33.8 | 33.3 | 13.0 | - | 19.9 |

## TABLE A-85

## ADEQUACY OF SCHOOL'S ACADEMIC PLACEMENT
## COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| | Number | Above Average | Average | Below Average | Non-Existent | No Opinion |
|---|---|---|---|---|---|---|
| TOTAL SECONDARY | 9637 | 34.2 | 38.4 | 12.1 | 1.4 | 13.9 |
| Small Comprehensive High School | 3059 | 10.7 | 41.1 | 11.9 | 1.5 | 11.8 |
| Administrators | 131 | 62.6 | 32.8 | 3.8 | - | .8 |
| Counselors | 166 | 54.8 | 34.9 | 5.4 | .6 | 4.2 |
| Academic teachers | 2171 | 31.3 | 41.7 | 12.6 | 1.7 | 12.8 |
| Vocational teachers | 591 | 30.1 | 42.6 | 13.2 | 1.4 | 12.7 |
| Large Comprehensive High School | 5114 | 38.1 | 37.6 | 10.9 | .9 | 12.7 |
| Administrators | 184 | 72.8 | 19.6 | 2.7 | .5 | 4.3 |
| Counselors | 328 | 55.5 | 35.1 | 5.2 | 1.2 | 3.0 |
| Academic teachers | 3597 | 35.9 | 38.4 | 11.8 | .9 | 13.0 |
| Vocational teachers | 1005 | 33.6 | 38.6 | 10.9 | .8 | 16.0 |
| Vocational High School | 1464 | 21.9 | 35.7 | 16.6 | 3.1 | 22.8 |
| Administrators | 90 | 30.0 | 37.8 | 5.5 | 4.4 | 22.2 |
| Counselors | 90 | 31.1 | 47.8 | 13.3 | 1.1 | 6.7 |
| Academic teachers | 577 | 20.6 | 36.7 | 25.1 | 2.3 | 15.3 |
| Vocational teachers | 707 | 20.6 | 33.0 | 11.4 | 3.8 | 31.1 |
| TOTAL POSTSECONDARY | 3500 | 25.6 | 34.4 | 10.4 | 4.7 | 24.9 |
| Vocational-Technical Center | 775 | 15.7 | 36.1 | 11.7 | 10.6 | 25.8 |
| Administrators | 62 | 16.2 | 25.8 | 6.5 | 12.9 | 38.7 |
| Counselors | 34 | 20.5 | 35.3 | 14.7 | 11.8 | 17.6 |
| Academic teachers | 124 | 15.3 | 34.7 | 19.3 | 4.0 | 26.6 |
| Vocational teachers | 555 | 15.5 | 37.7 | 10.5 | 11.7 | 24.7 |
| Small Junior College | 1021 | 24.4 | 36.0 | 10.6 | 4.1 | 24.9 |
| Administrators | 90 | 47.8 | 35.6 | 5.5 | 6.7 | 4.4 |
| Counselors | 63 | 44.4 | 33.3 | 11.1 | 6.3 | 4.8 |
| Academic teachers | 630 | 21.2 | 36.7 | 12.1 | 3.8 | 26.2 |
| Vocational teachers | 238 | 18.5 | 35.3 | 8.4 | 3.4 | 34.4 |
| Large Junior College | 1704 | 30.8 | 32.7 | 9.7 | 2.4 | 24.4 |
| Administrators | 123 | 48.8 | 31.7 | 6.5 | 1.6 | 11.4 |
| Counselors | 126 | 57.2 | 29.4 | 4.0 | 1.6 | 8.0 |
| Academic teachers | 786 | 29.2 | 34.1 | 12.0 | 2.9 | 21.8 |
| Vocational teachers | 669 | 24.4 | 31.8 | 8.6 | 2.1 | 33.1 |

## TABLE A-86

### BREADTH OF ACADEMIC COURSES
### COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| | Number | Above Average | Average | Below Average | Non-Existent | No Opinion |
|---|---|---|---|---|---|---|
| TOTAL SECONDARY | 9637 | 47.7 | 35.7 | 8.2 | .4 | 8.0 |
| Small Comprehensive High School | 3059 | 44.1 | 40.3 | 9.2 | .1 | 6.3 |
| Administrators | 131 | 64.9 | 32.1 | 2.3 | - | .8 |
| Counselors | 166 | 59.6 | 36.1 | 2.4 | - | 1.8 |
| Academic teachers | 2171 | 41.0 | 40.8 | 11.1 | .2 | 7.0 |
| Vocational teachers | 591 | 46.5 | 41.6 | 5.4 | - | 6.4 |
| Large Comprehensive High School | 5114 | 55.1 | 32.2 | 5.4 | .1 | 7.2 |
| Administrators | 184 | 77.7 | 16.8 | .5 | - | 4.9 |
| Counselors | 328 | 66.2 | 29.0 | 3.4 | - | 1.6 |
| Academic teachers | 3597 | 52.9 | 33.1 | 6.5 | .1 | 7.3 |
| Vocational teachers | 1005 | 54.9 | 32.8 | 3.2 | - | 9.0 |
| Vocational High School | 1464 | 29.4 | 38.3 | 16.1 | 1.9 | 14.3 |
| Administrators | 90 | 34.5 | 41.1 | 10.0 | 2.2 | 12.2 |
| Counselors | 90 | 14.7 | 26.5 | 17.6 | 32.4 | 8.8 |
| Academic teachers | 577 | 27.3 | 39.2 | 23.6 | .3 | 9.7 |
| Vocational teachers | 707 | 28.8 | 37.9 | 10.6 | 3.3 | 19.5 |
| TOTAL POSTSECONDARY | 3500 | 44.8 | 32.1 | 7.9 | 2.2 | 13.1 |
| Vocational-Technical Center | 775 | 23.9 | 33.4 | 12.9 | 9.3 | 20.5 |
| Administrators | 62 | 20.9 | 17.7 | 9.7 | 16.1 | 35.5 |
| Counselors | 34 | 14.7 | 26.5 | 17.6 | 32.4 | 8.8 |
| Academic teachers | 124 | 30.7 | 33.1 | 16.9 | 3.2 | 16.1 |
| Vocational teachers | 555 | 23.3 | 35.7 | 12.1 | 8.5 | 20.5 |
| Small Junior College | 1021 | 43.3 | 37.2 | 7.5 | .1 | 11.9 |
| Administrators | 90 | 61.1 | 31.1 | 5.5 | - | 2.2 |
| Counselors | 63 | 50.8 | 38.1 | 8.0 | - | 3.2 |
| Academic teachers | 630 | 41.6 | 37.9 | 8.8 | .2 | 11.4 |
| Vocational teachers | 238 | 39.1 | 37.4 | 4.6 | - | 18.9 |
| Large Junior College | 1704 | 55.2 | 28.3 | 5.8 | .2 | 10.6 |
| Administrators | 123 | 83.0 | 12.2 | 2.4 | - | 2.4 |
| Counselors | 126 | 70.7 | 23.8 | 4.8 | - | .8 |
| Academic teachers | 786 | 54.1 | 30.0 | 7.8 | - | 8.0 |
| Vocational teachers | 669 | 48.4 | 30.2 | 4.0 | .4 | 16.9 |

## TABLE A-87

### SUITABILITY OF ACADEMIC COURSES FOR A STATE COLLEGE
### COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

|  | Number | Above Average | Average | Below Average | Non-Existent | No Opinion |
|---|---|---|---|---|---|---|
| TOTAL SECONDARY | 9637 | 53.6 | 32.1 | 5.8 | .4 | 8.1 |
| Small Comprehensive High School | 3059 | 54.1 | 35.3 | 3.9 | .1 | 6.6 |
| Administrators | 131 | 74.8 | 24.4 | - | .8 | - |
| Counselors | 166 | 70.5 | 24.1 | 3.0 | - | 2.4 |
| Academic teachers | 2171 | 52.0 | 36.6 | 4.6 | .1 | 6.8 |
| Vocational teachers | 591 | 52.5 | 36.6 | 2.6 | - | 8.5 |
| Large Comprehensive High School | 5114 | 60.7 | 29.4 | 2.6 | .2 | 7.1 |
| Administrators | 184 | 84.2 | 11.4 | - | - | 4.3 |
| Counselors | 328 | 74.4 | 22.3 | .9 | - | 2.4 |
| Academic teachers | 3597 | 42.0 | 31.0 | 3.0 | .2 | 7.1 |
| Vocational teachers | 1005 | 59.0 | 29.5 | 2.2 | .3 | 9.1 |
| Vocational High School | 1464 | 27.4 | 34.8 | 20.8 | 1.9 | 15.2 |
| Administrators | 90 | 32.2 | 38.9 | 13.3 | 2.2 | 13.3 |
| Counselors | 90 | 42.2 | 37.8 | 15.5 | 1.1 | 3.3 |
| Academic teachers | 577 | 25.8 | 34.1 | 29.4 | .5 | 10.1 |
| Vocational teachers | 707 | 26.2 | 34.4 | 15.3 | 3.1 | 21.1 |
| TOTAL POSTSECONDARY | 3500 | 50.6 | 23.9 | 5.8 | 3.6 | 16.0 |
| Vocational-Technical Center | 775 | 12.3 | 24.5 | 14.7 | 14.8 | 33.7 |
| Administrators | 62 | 8.0 | 14.5 | 9.7 | 21.0 | 46.8 |
| Counselors | 34 | 11.7 | 14.7 | 8.8 | 38.2 | 26.5 |
| Academic teachers | 124 | 17.7 | 26.6 | 27.4 | 6.5 | 21.7 |
| Vocational teachers | 555 | 11.5 | 25.8 | 12.8 | 14.6 | 35.3 |
| Small Junior College | 1021 | 56.8 | 26.9 | 3.6 | .5 | 12.1 |
| Administrators | 90 | 75.6 | 14.4 | 4.4 | - | 5.5 |
| Counselors | 63 | 82.6 | 17.5 | - | - | - |
| Academic teachers | 630 | 57.8 | 28.1 | 3.2 | .6 | 10.3 |
| Vocational teachers | 238 | 40.4 | 31.1 | 5.5 | .4 | 22.7 |
| Large Junior College | 1704 | 64.3 | 21.9 | 3.1 | .2 | 10.3 |
| Administrators | 123 | 86.9 | 8.9 | - | - | 4.0 |
| Counselors | 126 | 82.5 | 11.9 | 3.2 | .8 | 1.6 |
| Academic teachers | 786 | 66.4 | 22.6 | 3.4 | - | 7.5 |
| Vocational teachers | 669 | 54.2 | 25.3 | 3.1 | .4 | 16.9 |

TABLE A-88

## SUITABILITY OF ACADEMIC COURSES FOR A MAJOR UNIVERSITY
## COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

(In Percentages)

| | Number | Above Average | Average | Below Average | Non-Existent | No Opinion |
|---|---|---|---|---|---|---|
| TOTAL SECONDARY | 9637 | 45.9 | 32.1 | 12.8 | .7 | 8.4 |
| Small Comprehensive High School | 3059 | 44.3 | 36.7 | 12.1 | .2 | 6.8 |
| Administrators | 131 | 64.1 | 30.6 | 3.8 | .8 | .8 |
| Counselors | 166 | 59.6 | 29.5 | 7.8 | - | 3.0 |
| Academic teachers | 2171 | 42.1 | 37.2 | 13.7 | .3 | 6.7 |
| Vocational teachers | 591 | 43.3 | 38.2 | 9.1 | - | 9.3 |
| Large Comprehensive High School | 5114 | 53.8 | 31.4 | 7.4 | .2 | 7.1 |
| Administrators | 184 | 76.6 | 17.4 | 1.1 | - | 4.9 |
| Counselors | 328 | 67.7 | 27.1 | 3.0 | - | 2.1 |
| Academic teachers | 3597 | 51.9 | 31.9 | 8.8 | .2 | 7.1 |
| Vocational teachers | 1005 | 51.9 | 33.6 | 5.2 | .2 | 9.1 |
| Vocational High School | 1464 | 21.9 | 24.9 | 33.3 | 3.7 | 16.3 |
| Administrators | 90 | 24.5 | 21.1 | 38.9 | 2.2 | 13.3 |
| Counselors | 90 | 40.0 | 21.1 | 33.3 | 2.2 | 3.3 |
| Academic teachers | 577 | 20.5 | 22.9 | 43.2 | 3.3 | 10.2 |
| Vocational teachers | 707 | 20.3 | 27.6 | 24.5 | 4.4 | 23.2 |
| TOTAL POSTSECONDARY | 3500 | 43.2 | 24.5 | 11.7 | 3.9 | 16.7 |
| Vocational-Technical Center | 775 | 8.6 | 18.1 | 22.8 | 16.3 | 34.2 |
| Administrators | 62 | 9.7 | 14.5 | 8.0 | 27.4 | 40.3 |
| Counselors | 34 | 11.8 | 8.8 | 14.7 | 38.2 | 26.5 |
| Academic teachers | 124 | 12.9 | 15.3 | 41.1 | 8.1 | 22.5 |
| Vocational teachers | 555 | 7.4 | 19.6 | 20.9 | 15.5 | 36.6 |
| Small Junior College | 1021 | 46.7 | 30.8 | 8.8 | .7 | 13.0 |
| Administrators | 90 | 70.0 | 18.9 | 4.4 | - | 6.6 |
| Counselors | 63 | 69.9 | 27.0 | 1.6 | 1.6 | - |
| Academic teachers | 630 | 45.9 | 32.9 | 9.6 | 1.0 | 10.8 |
| Vocational teachers | 238 | 34.0 | 30.7 | 10.5 | - | 24.8 |
| Large Junior College | 1704 | 56.8 | 23.7 | 8.4 | .2 | 10.9 |
| Administrators | 123 | 82.1 | 13.0 | 1.6 | - | 3.2 |
| Counselors | 126 | 71.4 | 19.8 | 6.4 | .8 | 1.6 |
| Academic teachers | 786 | 58.6 | 24.3 | 9.8 | - | 7.2 |
| Vocational teachers | 669 | 47.3 | 25.7 | 8.4 | .4 | 18.3 |

## TABLE A-89

### BOARD OF EDUCATIONAL SUPPORT FOR INNOVATIONS IN ACADEMIC PROGRAMS
### COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| | Number | Above Average | Average | Below Average | Non-Existent | No Opinion |
|---|---|---|---|---|---|---|
| TOTAL SECONDARY | 9637 | 64.9 | 4.9 | 11.0 | 1.2 | 18.0 |
| Small Comprehensive High School | 3059 | 65.4 | 4.8 | 12.5 | 1.5 | 15.8 |
| Administrators | 131 | 61.8 | 28.2 | 6.1 | 1.5 | 2.3 |
| Counselors | 166 | 47.0 | 35.5 | 10.8 | 1.2 | 5.4 |
| Academic teachers | 2171 | 64.3 | 1.8 | 14.3 | 1.8 | 17.8 |
| Vocational teachers | 596 | 74.8 | 2.2 | 7.4 | .3 | 14.4 |
| Large Comprehensive High School | 5114 | 67.4 | 4.8 | 10.0 | .9 | 17.0 |
| Administrators | 184 | 75.0 | 15.8 | 2.7 | - | 6.5 |
| Counselors | 328 | 49.7 | 36.0 | 6.7 | .3 | 7.3 |
| Academic teachers | 3597 | 65.9 | 2.3 | 12.0 | 1.1 | 18.7 |
| Vocational teachers | 1005 | 76.9 | 1.7 | 5.1 | .3 | 16.0 |
| Vocational High School | 1464 | 55.4 | 5.2 | 11.3 | 1.9 | 26.2 |
| Administrators | 90 | 47.8 | 25.6 | 8.9 | 3.3 | 14.4 |
| Counselors | 90 | 40.0 | 31.1 | 12.2 | 2.2 | 14.5 |
| Academic teachers | 577 | 55.4 | 2.6 | 18.6 | 1.4 | 22.2 |
| Vocational teachers | 707 | 58.3 | 1.4 | 5.5 | 2.1 | 32.7 |
| TOTAL POSTSECONDARY | 3500 | 53.9 | 4.5 | 7.8 | 4.9 | 28.8 |
| Vocational-Technical Center | 775 | 44.8 | 2.7 | 6.5 | 10.7 | 35.4 |
| Administrators | 62 | 22.6 | 11.3 | 4.8 | 22.6 | 38.7 |
| Counselors | 34 | 32.4 | 14.7 | 2.9 | 20.6 | 29.4 |
| Academic teachers | 124 | 53.2 | 1.6 | 9.7 | 8.1 | 27.4 |
| Vocational teachers | 555 | 46.1 | 1.3 | 6.1 | 9.4 | 37.1 |
| Small Junior College | 1021 | 52.2 | 4.6 | 5.7 | 4.9 | 32.6 |
| Administrators | 90 | 54.4 | 20.0 | 1.1 | 5.6 | 18.8 |
| Counselors | 63 | 54.0 | 28.6 | 4.8 | 4.8 | 7.9 |
| Academic teachers | 630 | 51.9 | 1.4 | 7.6 | 5.4 | 33.7 |
| Vocational teachers | 238 | 51.7 | .8 | 2.5 | 3.4 | 41.6 |
| Large Junior College | 1704 | 59.1 | 5.3 | 9.7 | 2.3 | 23.6 |
| Administrators | 123 | 65.9 | 13.0 | 5.7 | 4.1 | 11.4 |
| Counselors | 126 | 47.7 | 32.5 | 8.8 | 5.6 | 5.6 |
| Academic teachers | 786 | 58.5 | 2.8 | 14.1 | 1.9 | 22.7 |
| Vocational teachers | 669 | 60.7 | 1.6 | 5.5 | 1.9 | 30.2 |

TABLE A-90

## ADEQUACY OF FOLLOWUP STUDIES OF VOCATIONAL GRADUATES
## COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

(In Percentages)

| | Number | Above Average | Average | Below Average | Non-Existent | No Opinion |
|---|---|---|---|---|---|---|
| TOTAL SECONDARY | 9637 | 11.8 | 24.0 | 26.7 | 12.0 | 25.5 |
| Small Comprehensive High School | 3059 | 9.7 | 25.9 | 29.9 | 12.2 | 22.4 |
| Administrators | 131 | 11.4 | 37.4 | 35.1 | 11.4 | 4.6 |
| Counselors | 166 | 10.8 | 24.1 | 44.0 | 16.3 | 4.8 |
| Academic teachers | 2171 | 9.0 | 25.6 | 27.0 | 11.6 | 26.8 |
| Vocational teachers | 591 | 11.5 | 24.7 | 35.6 | 13.4 | 14.9 |
| Large Comprehensive High School | 5114 | 10.2 | 21.6 | 25.8 | 13.2 | 29.3 |
| Administrators | 184 | 16.8 | 26.6 | 34.2 | 10.9 | 11.4 |
| Counselors | 328 | 14.3 | 11.6 | 36.6 | 24.7 | 5.8 |
| Academic teachers | 3597 | 9.3 | 21.2 | 22.6 | 11.1 | 35.8 |
| Vocational teachers | 1005 | 10.7 | 23.1 | 31.9 | 17.2 | 17.0 |
| Vocational High School | 1464 | 21.7 | 28.4 | 23.3 | 7.7 | 18.9 |
| Administrators | 90 | 25.6 | 34.4 | 26.7 | 5.6 | 7.8 |
| Counselors | 90 | 17.8 | 27.8 | 35.6 | 10.0 | 8.8 |
| Academic teachers | 577 | 19.6 | 25.0 | 23.1 | 7.6 | 24.7 |
| Vocational teachers | 707 | 23.4 | 30.6 | 21.5 | 7.8 | 16.7 |
| TOTAL POSTSECONDARY | 3500 | 21.8 | 23.6 | 19.7 | 7.3 | 27.6 |
| Vocational-Technical Center | 775 | 34.2 | 30.1 | 18.1 | 3.5 | 14.2 |
| Administrators | 62 | 35.5 | 38.7 | 16.1 | 3.2 | 6.4 |
| Counselors | 34 | 35.3 | 32.4 | 26.4 | 2.9 | 2.9 |
| Academic teachers | 124 | 27.5 | 29.0 | 19.3 | 4.8 | 19.3 |
| Vocational teachers | 555 | 35.5 | 29.2 | 17.5 | 3.2 | 14.6 |
| Small Junior College | 1021 | 12.7 | 18.7 | 18.0 | 11.9 | 38.6 |
| Administrators | 90 | 8.9 | 37.8 | 28.9 | 10.0 | 14.5 |
| Counselors | 63 | 11.1 | 17.5 | 30.2 | 30.2 | 11.1 |
| Academic teachers | 630 | 13.1 | 15.6 | 13.9 | 12.4 | 45.0 |
| Vocational teachers | 238 | 13.9 | 20.2 | 21.5 | 6.7 | 37.8 |
| Large Junior College | 1704 | 21.6 | 23.6 | 21.4 | 6.3 | 27.2 |
| Administrators | 123 | 20.3 | 33.3 | 34.2 | 4.9 | 7.3 |
| Counselors | 126 | 21.4 | 31.0 | 29.3 | 12.7 | 5.6 |
| Academic teachers | 786 | 23.5 | 21.0 | 17.6 | 5.0 | 33.0 |
| Vocational teachers | 669 | 19.5 | 23.6 | 21.9 | 6.9 | 28.1 |

## TABLE A-91

### ADEQUACY OF FOLLOWUP STUDIES OF ACADEMIC GRADUATES
### COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| | Number | Above Average | Average | Below Average | Non-Existent | No Opinion |
|---|---|---|---|---|---|---|
| TOTAL SECONDARY | 9637 | 19.6 | 30.8 | 19.5 | 6.7 | 23.4 |
| Small Comprehensive High School | 3059 | 19.4 | 35.2 | 21.0 | 5.4 | 19.1 |
| Administrators | 131 | 26.7 | 38.9 | 29.8 | 2.3 | 2.3 |
| Counselors | 166 | 17.5 | 33.7 | 39.2 | 7.2 | 2.4 |
| Academic teachers | 2171 | 19.2 | 35.1 | 19.0 | 5.3 | 21.4 |
| Vocational teachers | 591 | 19.1 | 35.2 | 21.2 | 5.8 | 18.8 |
| Large Comprehensive High School | 5114 | 22.2 | 29.0 | 18.0 | 6.6 | 24.2 |
| Administrators | 184 | 30.4 | 39.1 | 16.8 | 4.3 | 9.2 |
| Counselors | 328 | 23.5 | 32.0 | 29.0 | 10.7 | 4.9 |
| Academic teachers | 3597 | 22.1 | 27.8 | 16.7 | 6.2 | 27.2 |
| Vocational teachers | 1005 | 20.6 | 30.5 | 19.2 | 7.2 | 22.5 |
| Vocational High School | 1464 | 10.8 | 27.8 | 21.8 | 10.0 | 29.7 |
| Administrators | 90 | 11.1 | 28.9 | 30.0 | 7.8 | 22.3 |
| Counselors | 90 | 11.1 | 32.2 | 33.3 | 12.2 | 11.1 |
| Academic teachers | 577 | 12.0 | 22.5 | 25.3 | 10.2 | 26.8 |
| Vocational teachers | 707 | 9.5 | 29.0 | 16.4 | 9.9 | 35.2 |
| TOTAL POSTSECONDARY | 3500 | 20.5 | 23.5 | 16.3 | 8.3 | 31.4 |
| Vocational-Technical Center | 775 | 11.6 | 21.3 | 12.3 | 18.3 | 36.5 |
| Administrators | 62 | 8.0 | 21.0 | 6.4 | 16.1 | 48.4 |
| Counselors | 34 | 11.7 | 11.8 | 20.5 | 38.2 | 17.6 |
| Academic teachers | 124 | 14.5 | 21.8 | 13.7 | 17.7 | 32.3 |
| Vocational teachers | 555 | 11.3 | 21.8 | 12.1 | 17.5 | 37.3 |
| Small Junior College | 1021 | 16.7 | 23.2 | 16.7 | 7.5 | 35.7 |
| Administrators | 90 | 25.6 | 34.4 | 12.2 | 14.4 | 13.4 |
| Counselors | 63 | 20.7 | 28.6 | 30.2 | 11.1 | 9.5 |
| Academic teachers | 630 | 17.2 | 20.6 | 14.7 | 7.6 | 39.8 |
| Vocational teachers | 238 | 11.3 | 24.4 | 20.1 | 5.9 | 38.3 |
| Large Junior College | 1704 | 26.9 | 24.6 | 17.8 | 4.2 | 26.5 |
| Administrators | 123 | 35.0 | 28.5 | 27.6 | 3.3 | 5.7 |
| Counselors | 126 | 27.8 | 37.3 | 25.4 | 3.2 | 6.4 |
| Academic teachers | 786 | 32.2 | 21.9 | 18.0 | 3.4 | 24.4 |
| Vocational teachers | 669 | 19.0 | 24.8 | 14.2 | 5.4 | 36.7 |

## TABLE A-92

### ADEQUACY OF FOLLOWUP STUDIES OF DROPOUTS
### COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

|  | Number | Above Average | Average | Below Average | Non-Existent | No Opinion |
|---|---|---|---|---|---|---|
| TOTAL SECONDARY | 9637 | 8.0 | 20.3 | 28.9 | 14.9 | 27.9 |
| Small Comprehensive High School | 3059 | 7.5 | 20.8 | 31.7 | 15.9 | 24.3 |
| Administrators | 131 | 13.0 | 24.4 | 44.3 | 14.5 | 3.8 |
| Counselors | 166 | 12.0 | 15.7 | 46.4 | 23.5 | 2.4 |
| Academic teachers | 2171 | 7.0 | 21.3 | 29.5 | 15.0 | 27.2 |
| Vocational teachers | 591 | 6.8 | 19.3 | 32.7 | 17.1 | 24.2 |
| Large Comprehensive High School | 5114 | 8.1 | 19.7 | 27.9 | 14.9 | 29.3 |
| Administrators | 184 | 12.0 | 28.3 | 40.2 | 9.8 | 9.8 |
| Counselors | 328 | 10.1 | 20.4 | 37.2 | 26.8 | 5.5 |
| Academic teachers | 3597 | 7.9 | 19.4 | 25.2 | 13.6 | 33.8 |
| Vocational teachers | 1005 | 7.7 | 19.1 | 32.3 | 16.3 | 24.6 |
| Vocational High School | 1464 | 8.4 | 21.2 | 26.7 | 13.3 | 30.3 |
| Administrators | 90 | 3.3 | 34.4 | 35.5 | 12.2 | 14.5 |
| Counselors | 90 | 8.9 | 17.8 | 46.7 | 17.8 | 8.9 |
| Academic teachers | 577 | 8.3 | 18.7 | 28.8 | 12.7 | 31.5 |
| Vocational teachers | 707 | 9.1 | 22.1 | 21.3 | 13.4 | 34.0 |
| TOTAL POSTSECONDARY | 3500 | 9.3 | 19.5 | 25.3 | 14.4 | 31.4 |
| Vocational-Technical Center | 775 | 11.0 | 23.0 | 26.1 | 15.1 | 24.8 |
| Administrators | 62 | 9.7 | 19.4 | 42.0 | 14.5 | 14.5 |
| Counselors | 34 | 5.9 | 17.6 | 47.1 | 8.8 | 20.6 |
| Academic teachers | 124 | 8.9 | 22.6 | 22.6 | 21.8 | 24.2 |
| vocational teachers | 555 | 12.0 | 23.8 | 23.8 | 14.1 | 26.3 |
| Small Junior College | 1021 | 6.0 | 16.6 | 23.1 | 17.3 | 36.9 |
| Administrators | 90 | 4.4 | 16.7 | 41.1 | 25.6 | 12.3 |
| Counselors | 63 | 11.1 | 14.3 | 36.5 | 31.7 | 6.4 |
| Academic teachers | 630 | 5.4 | 16.7 | 19.2 | 15.9 | 42.9 |
| Vocational teachers | 238 | 6.7 | 17.2 | 23.1 | 14.3 | 38.6 |
| Large Junior College | 1704 | 10.4 | 19.6 | 26.2 | 12.6 | 31.1 |
| Administrators | 123 | 13.0 | 31.7 | 34.9 | 17.1 | 3.2 |
| Counselors | 126 | 10.3 | 23.0 | 36.5 | 21.4 | 8.7 |
| Academic teachers | 786 | 12.5 | 18.2 | 25.0 | 12.0 | 32.3 |
| Vocational teachers | 669 | 7.6 | 18.4 | 24.1 | 10.9 | 39.0 |

## TABLE A-93

### REACTIONS TO CURRENT CURRICULUM EMPHASES IN HIGH SCHOOL COLLEGE PREPARATORY PROGRAM COMPARISON OF OPINIONS OF SECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| | Number | English | | Mathematics | | Sciences | | Social Studies | | Foreign Language | | Vocational Skills | | Electives | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | -[a] | + | - | + | - | + | - | + | - | + | - | +[b] | - | + |
| TOTAL SECONDARY | 9637 | 9.6 | 4.4 | 38.0 | 1.8 | 26.1 | 2.5 | 10.4 | 12.2 | 21.9 | 14.2 | 60.7 | - | 27.7 | 8.0 |
| Small Comprehensive High School | 3059 | 8.0 | 4.4 | 41.6 | 1.6 | 30.3 | 2.1 | 10.6 | 12.2 | 24.0 | 13.2 | 60.7 | - | 29.2 | 6.5 |
| Administrators | 131 | 6.1 | 3.8 | 38.9 | .8 | 35.1 | 1.5 | - | - | 28.2 | 8.4 | 58.0 | - | 29.8 | 2.3 |
| Counselors | 166 | 3.0 | 2.4 | 46.4 | .6 | 30.7 | 2.4 | - | - | 22.9 | 10.8 | 67.5 | - | 28.3 | 4.2 |
| Academic teachers | 2171 | 8.7 | 3.8 | 41.7 | 1.9 | 32.4 | 1.9 | 12.0 | 9.6 | 26.7 | 9.8 | 53.2 | - | 29.2 | 6.4 |
| Vocational teachers | 591 | 7.3 | 7.4 | 33.3 | 1.0 | 21.5 | 2.5 | 5.1 | 21.3 | 9.8 | 26.4 | 80.2 | - | 26.9 | 7.4 |
| Large Comprehensive High School | 5114 | 9.2 | 4.5 | 34.5 | 2.1 | 23.8 | 2.4 | 10.5 | 11.5 | 22.7 | 12.8 | 59.3 | - | 29.1 | 7.4 |
| Administrators | 184 | 2.2 | 4.4 | 32.1 | 1.1 | 19.6 | 2.7 | 10.9 | 10.3 | 27.2 | 8.7 | 56.5 | - | 30.4 | 5.4 |
| Counselors | 328 | 6.7 | 2.1 | 32.2 | 1.5 | 19.8 | 3.7 | 7.6 | 11.9 | 17.7 | 11.9 | 63.7 | - | 27.7 | 6.7 |
| Academic teachers | 3597 | 9.9 | 3.6 | 35.3 | 2.1 | 26.2 | 2.0 | 12.3 | 9.6 | 25.1 | 9.9 | 52.5 | - | 28.3 | 7.4 |
| Vocational teachers | 1005 | 9.1 | 8.7 | 32.1 | 2.0 | 17.4 | 3.3 | 4.1 | 18.3 | 12.7 | 23.9 | 79.8 | - | 31.3 | 7.5 |
| Vocational High School | 1464 | 14.0 | 3.8 | 42.7 | 1.4 | 25.5 | 3.6 | 9.5 | 14.5 | 14.7 | 21.4 | 65.6 | - | 19.7 | 13.0 |
| Administrators | 90 | 6.7 | 7.8 | 40.0 | - | 20.0 | 1.1 | 10.0 | 17.8 | 11.1 | 20.0 | 65.6 | - | 17.8 | 16.7 |
| Counselors | 90 | 13.3 | 4.4 | 33.3 | - | 13.3 | 6.7 | 7.8 | 10.0 | 16.7 | 15.6 | 76.7 | - | 25.6 | 4.4 |
| Academic teachers | 577 | 16.5 | 1.7 | 45.2 | 2.3 | 33.6 | 2.6 | 14.6 | 11.4 | 21.8 | 13.7 | 57.0 | - | 25.5 | 10.1 |
| Vocational teachers | 707 | 13.0 | 4.8 | 42.1 | 1.1 | 21.1 | 4.4 | 5.5 | 17.1 | 9.2 | 28.7 | 71.1 | - | 14.4 | 16.1 |

[a] - = too little emphasis + = too much emphasis

[b] As the current "typical" program does not include vocational skill training, there is no entry for "too much".

TABLE A-94

REACTIONS TO CURRENT CURRICULUM EMPHASES IN HIGH SCHOOL COLLEGE PREPARATORY PROGRAM
COMPARISON OF OPINIONS OF POSTSECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| | Number | English | | Mathematics | | Sciences | | Social Studies | | Foreign Language | | Vocational Skills | | Electives | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | -[a] | + | - | + | - | + | - | + | - | + | - | +[b] | - | + |
| TOTAL POSTSECONDARY | 3500 | 14.8 | 5.1 | 48.2 | .9 | 31.7 | 1.8 | 10.4 | 15.7 | 17.1 | 20.9 | 53.5 | - | 25.9 | 9.7 |
| Vocational-Technical Center | 775 | 12.1 | 6.7 | 53.9 | 1.2 | 32.8 | 2.1 | 7.0 | 19.9 | 10.2 | 28.1 | 68.8 | - | 14.2 | 13.5 |
| Administrators | 62 | 9.7 | 3.2 | 56.5 | - | 38.7 | - | 6.5 | 17.7 | 6.5 | 40.3 | 69.4 | - | 16.1 | 17.7 |
| Counselors | 34 | 5.9 | 2.9 | 47.1 | 2.9 | 17.6 | - | 5.9 | 8.8 | 11.8 | 41.2 | 85.3 | - | 20.6 | 8.8 |
| Academic teachers | 124 | 15.3 | 6.5 | 60.5 | 1.6 | 43.5 | .8 | 8.1 | 19.4 | 13.7 | 24.2 | 60.5 | - | 25.0 | 12.1 |
| Vocational teachers | 555 | 12.1 | 7.4 | 60.9 | 1.1 | 30.6 | 2.7 | 6.8 | 20.9 | 9.7 | 26.8 | 69.5 | - | 11.2 | 13.7 |
| Small Junior College | 1021 | 15.9 | 3.7 | 49.5 | .7 | 33.8 | 2.0 | 11.4 | 15.1 | 21.8 | 18.5 | 44.8 | - | 44.8 | - |
| Administrators | 90 | 12.2 | 2.2 | 47.8 | 1.1 | 20.0 | 1.1 | 5.6 | 7.8 | 14.4 | 20.0 | 35.6 | - | 35.6 | - |
| Counselors | 63 | 6.3 | 1.6 | 54.0 | - | 30.2 | - | 15.9 | 15.9 | 11.1 | 27.0 | 63.5 | - | 63.5 | - |
| Academic teachers | 630 | 17.8 | 3.7 | 45.6 | .8 | 35.4 | 2.5 | 14.1 | 13.3 | 28.6 | 13.7 | 40.6 | - | 40.6 | - |
| Vocational teachers | 238 | 14.7 | 5.0 | 59.2 | .4 | 35.7 | 1.3 | 5.0 | 22.3 | 9.7 | 28.6 | 54.2 | - | 54.2 | - |
| Large Junior College | 1704 | 15.4 | 5.2 | 42.2 | .9 | 29.9 | 1.7 | 11.3 | 14.1 | 17.5 | 19.1 | 51.9 | - | 20.0 | 13.8 |
| Administrators | 123 | 4.9 | 8.1 | 34.1 | - | 22.8 | 1.6 | 7.3 | 10.6 | 8.1 | 27.6 | 61.0 | - | 16.3 | 11.4 |
| Counselors | 126 | 10.3 | 3.2 | 34.1 | .8 | 22.2 | - | 9.5 | 9.5 | 15.9 | 14.3 | 55.6 | - | 24.6 | 7.9 |
| Academic teachers | 786 | 17.2 | 5.1 | 42.1 | 1.4 | 32.8 | 1.1 | 14.4 | 11.5 | 24.2 | 14.4 | 40.8 | - | 21.9 | 12.5 |
| Vocational teachers | 669 | 16.1 | 5.1 | 45.4 | .6 | 29.3 | 2.7 | 8.8 | 18.8 | 11.7 | 24.1 | 62.5 | - | 17.6 | 16.9 |

[a] - = too little emphasis     + = too much emphasis

[b] As the current "typical" program does not include vocational skill training, there is no entry for "too much".

## TABLE A-95

### REACTIONS TO CURRENT CURRICULUM EMPHASES IN HIGH SCHOOL VOCATIONAL OR TECHNICAL PROGRAM COMPARISON OF OPINIONS OF SECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

(In Percentages)

|  | Number | English |  | Mathematics |  | Sciences |  | Social Studies |  | Foreign Language |  | Shop, Job Experience |  | Electives |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | -[a] | + | - | + | - | + | - | + | - | +[b] | - | + | - | + |
| TOTAL SECONDARY | 9637 | 30.1 | 6.0 | 60.0 | .5 | 37.8 | 1.3 | 17.5 | 6.8 | 20.3 | - | 12.8 | 7.8 | 22.0 | 6.1 |
| Small Comprehensive High School | 3059 | 28.0 | 6.6 | 61.2 | .4 | 37.6 | .9 | 17.4 | 6.8 | 18.5 | - | 11.6 | 7.0 | 23.2 | 4.2 |
| Administrators | 131 | 29.8 | 4.6 | 67.9 | - | 33.6 | - | 32.1 | 4.6 | 7.6 | - | 9.2 | 2.2 | 16.8 | 4.5 |
| Counselors | 166 | 33.1 | 9.0 | 71.7 | .6 | 44.0 | - | 21.7 | 8.4 | 5.4 | - | 12.0 | 4.8 | 20.5 | 1.8 |
| Academic teachers | 2171 | 27.5 | 6.9 | 58.0 | .5 | 37.5 | .7 | 17.8 | 5.6 | 18.6 | - | 11.1 | 7.2 | 24.2 | 3.9 |
| Vocational teachers | 591 | 25.5 | 4.9 | 60.4 | .3 | 33.0 | 1.2 | 9.3 | 10.3 | 21.5 | - | 12.0 | 7.3 | 19.3 | 5.2 |
| Large Comprehensive High School | 5114 | 28.9 | 6.2 | 56.7 | .5 | 35.3 | 1.4 | 17.2 | 6.3 | 19.8 | - | 12.9 | 8.0 | 22.8 | 5.3 |
| Administrators | 184 | 27.2 | 6.5 | 56.5 | 1.1 | 35.3 | 1.1 | 21.2 | 3.8 | 7.1 | - | 9.8 | 7.1 | 19.0 | 3.3 |
| Counselors | 328 | 33.2 | 3.7 | 64.6 | - | 39.9 | 1.5 | 20.1 | 4.6 | 10.4 | - | 9.8 | 11.3 | 24.4 | 4.6 |
| Academic teachers | 3597 | 28.4 | 6.6 | 54.2 | .5 | 37.3 | 1.3 | 18.3 | 5.7 | 20.4 | - | 12.4 | 7.3 | 23.1 | 3.7 |
| Vocational teachers | 1005 | 28.3 | 4.5 | 60.4 | .4 | 32.5 | 1.8 | 10.2 | 9.4 | 21.9 | - | 15.6 | 8.8 | 20.4 | 5.9 |
| Vocational High School | 1464 | 38.7 | 4.3 | 68.5 | .6 | 46.8 | 1.5 | 19.3 | 8.8 | 26.2 | - | 15.4 | 8.9 | 17.1 | 13.3 |
| Administrators | 90 | 35.6 | 7.8 | 78.9 | 1.1 | 63.3 | 1.1 | 25.6 | 6.7 | 13.3 | - | 15.6 | 12.2 | 11.1 | 22.2 |
| Counselors | 90 | 42.2 | 5.6 | 78.9 | - | 56.7 | - | 32.2 | 3.3 | 27.8 | - | 13.3 | 7.8 | 21.1 | 7.8 |
| Academic teachers | 577 | 44.0 | 3.1 | 68.1 | .5 | 49.6 | 1.4 | 25.8 | 6.8 | 30.5 | - | 10.9 | 11.4 | 22.5 | 9.7 |
| Vocational teachers | 707 | 34.4 | 4.7 | 66.2 | .7 | 41.2 | 1.8 | 11.5 | 11.7 | 24.2 | - | 19.2 | 6.6 | 12.9 | 15.8 |

[a] - = too little emphasis    + = too much emphasis

[b] As the current "typical" program does not include foreign language, there is no entry for "too much".

## TABLE A-96

### REACTIONS TO CURRENT CURRICULUM EMPHASES IN HIGH SCHOOL VOCATIONAL OR TECHNICAL PROGRAM
### COMPARISON OF OPINIONS OF POSTSECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| | Number | English | | Mathematics | | Sciences | | Social Studies | | Foreign Language | | Shop, Job Experience | | Electives | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | -[a] | + | - | + | - | + | - | + | - | +[b] | - | + | - | + |
| TOTAL POSTSECONDARY | 3500 | 31.8 | 6.3 | 67.3 | .3 | 46.9 | 1.6 | 17.0 | 8.7 | 15.7 | - | 11.6 | 15.5 | 17.2 | 9.4 |
| Vocational-Technical Center | 775 | 26.6 | 9.4 | 78.7 | .1 | 51.6 | 1.8 | 12.0 | 13.8 | 13.2 | - | 15.6 | 13.7 | 13.4 | 9.8 |
| Administrators | 62 | 30.6 | - | 87.1 | - | 71.0 | 1.6 | 9.7 | 4.8 | 6.5 | - | 11.3 | 30.6 | 16.1 | 4.8 |
| Counselors | 34 | 26.5 | - | 79.4 | - | 64.7 | - | 11.8 | 5.9 | 8.8 | - | 2.9 | 23.5 | 20.6 | 2.9 |
| Academic teachers | 124 | 31.5 | 8.9 | 83.1 | - | 65.3 | - | 22.6 | 13.7 | 17.7 | - | 12.9 | 12.9 | 19.4 | 12.1 |
| Vocational teachers | 555 | 25.0 | 11.2 | 76.8 | .2 | 45.6 | 2.3 | 9.9 | 15.3 | 13.2 | - | 17.5 | 11.4 | 11.4 | 10.3 |
| Small Junior College | 1021 | 33.5 | 5.0 | 65.8 | .3 | 47.2 | 1.5 | 16.5 | 8.0 | 16.2 | - | 9.5 | 15.3 | 17.2 | 10.1 |
| Administrators | 90 | 37.8 | 6.7 | 71.1 | - | 48.9 | - | 22.2 | 6.7 | 5.6 | - | 5.6 | 20.0 | 12.2 | 15.6 |
| Counselors | 63 | 23.8 | 3.2 | 69.8 | - | 49.2 | 1.6 | 15.9 | 9.5 | 7.9 | - | 7.9 | 19.0 | 25.4 | 9.5 |
| Academic teachers | 630 | 35.6 | 4.9 | 63.0 | .5 | 48.1 | 1.7 | 18.7 | 6.7 | 19.7 | - | 9.2 | 14.6 | 19.0 | 8.4 |
| Vocational teachers | 238 | 29.0 | 5.0 | 70.2 | - | 43.7 | 1.3 | 8.8 | 11.8 | 13.4 | - | 12.2 | 14.3 | 12.2 | 12.6 |
| Large Junior College | 1704 | 33.3 | 5.7 | 63.1 | .4 | 44.6 | 1.6 | 19.6 | 6.9 | 16.5 | - | 11.1 | 16.4 | 19.0 | 8.9 |
| Administrators | 123 | 38.2 | 5.7 | 71.5 | - | 54.5 | - | 17.9 | 3.3 | 8.1 | - | 8.9 | 25.2 | 16.3 | 5.7 |
| Counselors | 126 | 29.4 | 7.9 | 57.1 | - | 41.3 | 1.6 | 20.6 | 4.8 | 15.1 | - | 10.3 | 16.7 | 18.3 | 7.9 |
| Academic teachers | 786 | 34.7 | 5.1 | 58.3 | .5 | 43.1 | 1.7 | 23.3 | 6.5 | 16.4 | - | 10.3 | 16.4 | 22.9 | 7.5 |
| Vocational teachers | 669 | 31.4 | 6.0 | 68.3 | .3 | 45.1 | 1.9 | 15.4 | 8.4 | 18.4 | - | 12.3 | 14.8 | 14.9 | 11.4 |

[a] - = too little emphasis + = too much emphasis

[b] As the current "typical" program does not include foreign language, there is not entry for "too much".

## TABLE A-97

### REACTIONS TO CURRENT CURRICULUM EMPHASES IN POSTSECONDARY ONE YEAR CERTIFICATE PROGRAM COMPARISON OF OPINIONS OF SECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

(In Percentages)

|  | Number | English |  | Mathematics |  | Social Sciences |  | Theory in Major |  | Shop, Job Experience |  |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | -[a] | + | - | + | - | + | - | + | - | + |
| TOTAL SECONDARY | 9637 | 15.0 | 5.5 | 7.0 | 10.4 | 5.5 | 11.8 | 10.3 | 5.1 | 5.3 | 9.5 |
| Small Comprehensive High School | 3059 | 15.2 | 5.9 | 6.3 | 10.4 | 5.1 | 11.6 | 9.6 | 4.9 | 4.5 | 10.1 |
| Administrators | 131 | 24.4 | 4.6 | 12.2 | 6.9 | 10.7 | 10.7 | 7.6 | .8 | 3.1 | 9.9 |
| Counselors | 166 | 10.2 | 10.2 | 3.6 | 10.2 | 2.4 | 20.5 | 11.4 | 4.2 | 5.4 | 4.8 |
| Academic teachers | 2171 | 14.4 | 4.4 | 6.3 | 9.6 | 5.4 | 8.5 | 9.2 | 5.5 | 3.8 | 10.6 |
| Vocational teachers | 591 | 9.8 | 9.8 | 5.4 | 13.7 | 3.2 | 20.0 | 10.2 | 3.7 | 7.3 | 8.0 |
| Large Comprehensive High School | 5114 | 14.8 | 4.8 | 6.0 | 10.5 | 5.7 | 10.7 | 10.1 | 5.6 | 5.4 | 9.6 |
| Administrators | 184 | 11.4 | 3.8 | 3.3 | 6.0 | 2.2 | 8.2 | 4.3 | 3.3 | 3.8 | 4.3 |
| Counselors | 328 | 11.3 | 5.5 | 3.7 | 14.0 | 2.7 | 15.9 | 6.7 | 4.9 | 4.9 | 9.1 |
| Academic teachers | 3597 | 16.1 | 4.0 | 6.2 | 10.3 | 6.6 | 8.5 | 9.9 | 6.0 | 4.9 | 10.7 |
| Vocational teachers | 1005 | 10.4 | 7.6 | 6.0 | 10.6 | 3.1 | 17.2 | 7.4 | 4.1 | 7.4 | 6.0 |
| Vocational High School | 1464 | 15.5 | 7.3 | 11.7 | 9.7 | 5.5 | 16.3 | 12.0 | 4.2 | 6.7 | 7.6 |
| Administrators | 90 | 11.1 | 6.7 | 12.2 | 7.8 | 4.4 | 17.8 | 15.6 | 3.3 | 6.7 | 12.2 |
| Counselors | 90 | 18.9 | 6.7 | 5.6 | 14.4 | 5.6 | 16.7 | 3.3 | 3.3 | 2.2 | 5.6 |
| Academic teachers | 577 | 18.9 | 3.8 | 10.7 | 11.4 | 8.3 | 11.6 | 9.9 | 5.9 | 4.7 | 9.0 |
| Vocational teachers | 707 | 12.9 | 10.3 | 13.3 | 7.9 | 3.4 | 19.9 | 14.3 | 3.0 | 8.9 | 6.2 |

[a] - = too little emphasis     + = too much emphasis

TABLE A-98

REACTIONS TO CURRENT CURRICULUM EMPHASES IN POSTSECONDARY ONE YEAR CERTIFICATE PROGRAM
COMPARISON OF OPINIONS OF POSTSECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| | Number | English | | Mathematics | | Social Sciences | | Theory in Major | | Shop, Job Experience | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | -[a] | + | - | + | - | + | - | + | - | + |
| TOTAL POSTSECONDARY | 3500 | 18.4 | 9.1 | 14.5 | 9.9 | 7.9 | 16.8 | 17.2 | 3.6 | 6.2 | 15.8 |
| Vocational-Technical Center | 775 | 12.0 | 13.7 | 20.0 | 7.0 | 3.2 | 27.7 | 21.0 | 2.7 | 9.2 | 8.9 |
| Administrators | 62 | 11.3 | 21.0 | 30.6 | 1.6 | 3.2 | 37.1 | 27.4 | 3.2 | 11.3 | 8.1 |
| Counselors | 34 | 8.8 | 8.8 | 14.7 | 8.8 | 5.9 | 26.5 | 20.6 | 5.9 | 5.9 | 8.8 |
| Academic teachers | 124 | 14.5 | 7.3 | 16.1 | 7.3 | 4.8 | 25.8 | 15.3 | 1.6 | 4.8 | 9.7 |
| Vocational teachers | 555 | 11.7 | 14.6 | 20.0 | 7.4 | 2.7 | 27.2 | 21.6 | 2.7 | 10.1 | 8.8 |
| Small Junior College | 1021 | 20.1 | 5.7 | 13.0 | 9.9 | 8.1 | 13.3 | 16.4 | 3.6 | 4.5 | 18.9 |
| Administrators | 90 | 16.7 | 12.2 | 20.0 | 11.1 | 8.9 | 18.9 | 20.0 | 4.4 | 3.3 | 20.0 |
| Counselors | 63 | 15.9 | 12.7 | 9.5 | 7.9 | 1.6 | 9.5 | 6.3 | 4.8 | 6.3 | 17.5 |
| Academic teachers | 630 | 24.0 | 4.1 | 11.6 | 9.4 | 9.7 | 10.5 | 15.9 | 3.8 | 3.7 | 19.0 |
| Vocational teachers | 238 | 12.2 | 5.5 | 15.1 | 11.3 | 5.5 | 19.7 | 19.3 | 2.1 | 6.7 | 18.5 |
| Large Junior College | 1704 | 20.4 | 9.2 | 12.8 | 11.3 | 10.0 | 13.9 | 15.8 | 3.9 | 5.8 | 17.1 |
| Administrators | 123 | 14.6 | 13.8 | 8.1 | 13.8 | 10.6 | 13.0 | 13.8 | 6.5 | 2.4 | 15.4 |
| Counselors | 126 | 11.1 | 14.3 | 5.6 | 14.3 | 6.3 | 10.3 | 12.7 | 5.6 | 7.1 | 9.5 |
| Academic teachers | 786 | 23.4 | 6.2 | 12.0 | 11.7 | 13.1 | 11.5 | 12.3 | 5.2 | 4.7 | 20.0 |
| Vocational teachers | 669 | 19.7 | 10.8 | 16.1 | 9.7 | 6.9 | 17.6 | 20.9 | 1.6 | 7.5 | 15.4 |

[a] - = too little emphasis    + = too much emphasis

## TABLE A-99

### REACTIONS TO CURRENT CURRICULUM EMPHASES IN POSTSECONDARY TWO YEAR TECHNICAL PROGRAM COMPARISON OF OPINIONS OF SECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

(In Percentages)

| | Number | English | | Mathematics | | Sciences | | Social Sciences | | Theory in Major | | Shop, Job Experience | | Electives | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | -[a] | + | - | + | - | + | - | + | - | + | - | + | - | + |
| TOTAL SECONDARY | 9637 | 8.3 | 12.3 | 21.2 | 4.6 | 5.3 | 15.7 | 3.1 | 22.6 | 7.3 | 7.2 | 8.0 | 6.3 | 6.5 | 8.2 |
| Small Comprehensive High School | 3059 | 7.7 | 13.4 | 22.6 | 4.0 | 5.0 | 15.5 | 2.9 | 23.4 | 6.8 | 7.4 | 7.1 | 7.1 | 6.6 | 7.2 |
| Administrators | 131 | 5.3 | 16.0 | 26.0 | 2.3 | 4.6 | 18.3 | 3.1 | 26.7 | 6.9 | 3.8 | 9.9 | 4.6 | 5.3 | 8.4 |
| Counselors | 166 | 6.0 | 19.3 | 18.7 | 4.8 | 4.8 | 18.1 | .6 | 26.5 | 9.6 | 5.4 | 13.9 | 2.4 | 5.4 | 4.8 |
| Academic teachers | 2171 | 8.4 | 11.5 | 19.3 | 3.5 | 5.1 | 12.6 | 3.1 | 19.8 | 5.8 | 8.4 | 5.8 | 7.7 | 6.5 | 6.3 |
| Vocational teachers | 591 | 5.1 | 17.4 | 21.0 | 5.6 | 3.7 | 23.0 | 2.2 | 32.5 | 9.0 | 4.1 | 9.5 | 6.4 | 7.3 | 9.6 |
| Large Comprehensive High School | 5114 | 8.4 | 11.3 | 18.0 | 5.0 | 4.8 | 15.6 | 3.3 | 20.7 | 6.9 | 7.4 | 7.6 | 6.4 | 6.9 | 7.3 |
| Administrators | 184 | 5.4 | 9.8 | 20.7 | 2.2 | 3.3 | 13.6 | 1.1 | 20.7 | 2.2 | 5.4 | 6.5 | 2.7 | 4.9 | 6.0 |
| Counselors | 328 | 4.6 | 13.4 | 14.3 | 8.2 | 2.4 | 19.2 | 2.7 | 19.8 | 4.6 | 9.8 | 7.9 | 6.7 | 10.7 | 6.4 |
| Academic teachers | 3597 | 9.1 | 9.9 | 17.5 | 4.7 | 5.4 | 13.9 | 3.9 | 18.3 | 6.6 | 7.7 | 6.8 | 7.0 | 6.5 | 6.9 |
| Vocational teachers | 1005 | 7.2 | 15.0 | 19.5 | 5.5 | 3.6 | 20.2 | 1.5 | 29.1 | 9.4 | 5.5 | 10.4 | 4.6 | 6.8 | 9.4 |
| Vocational High School | 1464 | 9.6 | 13.6 | 29.8 | 4.4 | 7.8 | 16.2 | 3.1 | 27.5 | 9.9 | 6.2 | 11.5 | 4.8 | 5.6 | 14.2 |
| Administrators | 90 | 5.6 | 17.8 | 38.9 | 3.3 | 8.9 | 8.9 | 2.2 | 40.0 | 12.2 | 6.7 | 14.4 | 3.3 | 7.8 | 14.4 |
| Counselors | 90 | 12.2 | 11.1 | 17.8 | 3.3 | 7.8 | 20.0 | 1.1 | 27.8 | 4.4 | 6.7 | 6.7 | 2.2 | 10.0 | 6.7 |
| Academic teachers | 577 | 12.3 | 9.5 | 25.8 | 4.9 | 10.4 | 14.2 | 4.0 | 21.5 | 7.1 | 7.6 | 8.7 | 5.7 | 5.5 | 13.3 |
| Vocational teachers | 707 | 7.5 | 16.7 | 33.4 | 4.4 | 5.7 | 18.1 | 2.8 | 30.8 | 12.6 | 5.0 | 14.1 | 4.5 | 4.8 | 15.8 |

[a] - = too little emphasis      + = too much emphasis

## TABLE A-100

### REACTIONS TO CURRENT CURRICULUM EMPHASES IN POSTSECONDARY TWO YEAR TECHNICAL PROGRAM COMPARISON OF OPINIONS OF POSTSECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

(In Percentages)

| | Number | English | | Mathematics | | Sciences | | Social Sciences | | Theory in Major | | Shop, Job Experience | | Electives | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | -[a] | + | - | + | - | + | - | + | - | + | - | + | - | + |
| TOTAL POSTSECONDARY | 3500 | 12.3 | 17.1 | 37.2 | 3.6 | 11.6 | 15.1 | 5.6 | 28.2 | 30.5 | 4.9 | 10.2 | 11.8 | 6.8 | 17.2 |
| Vocational-Technical Center | 775 | 8.4 | 30.3 | 47.0 | 2.6 | 12.2 | 19.6 | 3.2 | 43.3 | 21.4 | 2.8 | 20.0 | 6.6 | 5.8 | 23.9 |
| Administrators | 62 | 4.8 | 35.5 | 64.5 | - | 25.8 | 19.4 | 1.6 | 61.3 | [illegible]9.0 | 1.6 | 25.8 | 11.3 | 9.7 | 37.1 |
| Counselors | 34 | 5.9 | 26.5 | 41.2 | - | 8.8 | 29.4 | 2.9 | 44.1 | 17.6 | - | 17.6 | 2.9 | 8.8 | 8.8 |
| Academic teachers | 124 | 12.9 | 25.0 | 52.4 | .8 | 19.4 | 13.7 | 7.3 | 47.6 | 16.1 | 3.2 | 13.7 | 8.9 | 5.6 | 21.0 |
| Vocational teachers | 555 | 7.9 | 31.2 | 44.1 | 3.4 | 9.4 | 20.4 | 2.5 | 43.1 | 22.0 | 3.1 | 20.9 | 5.8 | 5.2 | 24.0 |
| Small Junior College | 1021 | 13.3 | 12.6 | 37.3 | 3.7 | 12.0 | 14.2 | 5.2 | 24.8 | 12.6 | 5.5 | 7.2 | 13.0 | 6.2 | 16.0 |
| Administrators | 90 | 11.1 | 18.9 | 53.3 | 1.1 | 13.3 | 11.1 | 4.4 | 27.8 | 14.4 | 5.6 | 6.7 | 8.9 | 1.1 | 26.7 |
| Counselors | 63 | 7.9 | 23.8 | 36.5 | 4.8 | 9.5 | 17.5 | 1.6 | 27.0 | 14.3 | 4.8 | 3.2 | 12.7 | 11.1 | 19.0 |
| Academic teachers | 630 | 16.0 | 9.4 | 34.6 | 3.8 | 13.3 | 12.9 | 6.0 | 20.5 | 10.8 | 6.5 | 6.2 | 12.9 | 6.8 | 12.2 |
| Vocational teachers | 238 | 8.4 | 16.0 | 38.7 | 4.2 | 8.8 | 18.1 | 4.2 | 34.5 | 16.4 | 2.9 | 11.3 | 15.1 | 5.0 | 21.0 |
| Large Junior College | 1704 | 13.4 | 13.7 | 32.7 | 4.1 | 11.0 | 13.7 | 7.0 | 22.4 | 13.2 | 5.5 | 7.5 | 13.4 | 7.6 | 14.9 |
| Administrators | 123 | 10.6 | 12.2 | 37.4 | 1.6 | 15.4 | 8.9 | 5.7 | 19.5 | 8.1 | 4.1 | 4.9 | 13.8 | 3.3 | 17.9 |
| Counselors | 126 | 12.7 | 15.1 | 31.0 | 5.6 | 7.9 | 11.1 | 8.7 | 19.0 | 11.9 | 4.0 | 8.7 | 8.7 | 11.1 | 10.3 |
| Academic teachers | 786 | 15.9 | 9.8 | 29.5 | 3.4 | 12.2 | 11.6 | 9.2 | 17.9 | 8.7 | 7.5 | 4.5 | 15.0 | 8.7 | 12.1 |
| Vocational teachers | 669 | 11.2 | 18.4 | 36.0 | 5.1 | 9.3 | 17.5 | 4.5 | 28.8 | 19.7 | 3.7 | 11.4 | 12.3 | 6.6 | 18.5 |

[a] - = too little emphasis    + = too much emphasis

## TABLE A-101

### REACTIONS TO CURRENT CURRICULUM EMPHASES IN JUNIOR COLLEGE TWO YEAR TRANSFER PROGRAM
### COMPARISON OF OPINIONS OF SECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

|  | Number | English |  | Mathematics |  | Sciences |  | Social Sciences |  | Humanities |  | Foreign Language |  | Electives |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | -[a] | + | - | + | - | + | - | + | - | + | - | + | - | + |
| TOTAL SECONDARY | 9637 | 4.0 | 10.3 | 24.5 | 5.5 | 4.5 | 15.8 | 2.0 | 22.2 | 29.7 | 2.9 | 2.0 | 37.3 | 13.3 | 6.8 |
| Small Comprehensive High School | 3059 | 3.5 | 10.5 | 23.6 | 5.1 | 4.0 | 15.0 | 1.7 | 23.1 | 30.6 | 2.3 | 1.6 | 38.6 | 13.7 | 5.8 |
| Administrators | 131 | 5.3 | 9.2 | 27.5 | 5.3 | 1.5 | 12.2 | - | 20.6 | 31.3 | - | .8 | 49.6 | 16.8 | 2.3 |
| Counselors | 166 | 1.8 | 7.2 | 24.1 | 6.6 | 3.6 | 21.7 | - | 21.1 | 37.3 | 1.2 | 1.8 | 44.0 | 12.6 | 2.4 |
| Academic teachers | 2171 | 4.1 | 10.1 | 24.0 | 5.1 | 4.4 | 14.2 | 2.1 | 22.2 | 32.5 | 1.9 | 1.4 | 34.7 | 13.6 | 6.2 |
| Vocational teachers | 591 | 1.4 | 13.2 | 22.7 | 4.7 | 3.0 | 16.6 | 1.2 | 27.7 | 21.6 | 4.4 | 2.4 | 48.9 | 13.7 | 5.9 |
| Large Comprehensive High School | 5114 | 4.0 | 9.8 | 23.1 | 6.1 | 4.2 | 16.5 | 2.0 | 20.7 | 31.4 | 2.8 | 2.3 | 36.8 | 14.0 | 6.4 |
| Administrators | 184 | .5 | 6.5 | 22.8 | 4.3 | 3.3 | 13.0 | - | 17.4 | 25.5 | 1.6 | .5 | 33.1 | 15.8 | 6.5 |
| Counselors | 328 | 2.7 | 9.1 | 17.4 | 10.7 | 1.8 | 24.4 | 2.7 | 18.6 | 29.3 | 2.4 | 1.2 | 43.6 | 15.8 | 4.9 |
| Academic teachers | 3597 | 4.7 | 8.6 | 23.4 | 6.1 | 4.6 | 15.8 | 2.4 | 19.2 | 34.9 | 2.1 | 2.5 | 33.2 | 13.3 | 6.8 |
| Vocational teachers | 1005 | 2.9 | 14.6 | 24.3 | 4.7 | 3.5 | 17.4 | 1.1 | 29.4 | 20.9 | 5.9 | 2.3 | 48.2 | 15.7 | 5.3 |
| Vocational High School | 1464 | 4.9 | 12.0 | 31.2 | 4.0 | 6.7 | 14.7 | 2.3 | 25.4 | 21.4 | 4.6 | 3.4 | 39.5 | 9.8 | 10.8 |
| Administrators | 90 | 2.2 | 17.8 | 40.0 | 2.2 | 6.7 | 17.8 | 1.1 | 34.4 | 22.2 | 3.3 | - | 48.9 | 15.6 | 12.2 |
| Counselors | 90 | 4.4 | 5.6 | 12.2 | 4.4 | 4.4 | 25.6 | 1.1 | 23.3 | 20.0 | 6.7 | - | 38.9 | 10.0 | 8.9 |
| Academic teachers | 577 | 6.6 | 10.2 | 28.4 | 5.5 | 8.0 | 13.0 | 3.1 | 21.1 | 31.2 | 2.4 | 4.7 | 34.5 | 10.2 | 10.1 |
| Vocational teachers | 707 | 4.1 | 13.4 | 34.8 | 3.0 | 5.9 | 14.3 | 2.0 | 28.1 | 13.4 | 6.2 | 3.3 | 42.4 | 8.8 | 11.5 |

[a] - = too little emphasis  + = too much emphasis

A-102

TABLE A-102

REACTIONS TO CURRENT CURRICULUM EMPHASES IN JUNIOR COLLEGE TWO YEAR TRANSFER PROGRAM
COMPARISON OF OPINIONS OF POSTSECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| | Number | English | | Mathematics | | Sciences | | Social Sciences | | Humanities | | Foreign Language | | Electives | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | -[a] | + | - | + | - | + | - | + | - | + | - | + | - | + |
| TOTAL POSTSECONDARY | 3500 | 5.2 | 15.0 | 41.2 | 3.7 | 8.9 | 13.8 | 2.5 | 27.9 | 31.2 | 3.5 | 2.5 | 45.8 | 13.1 | 9.9 |
| Vocational-Technical Center | 775 | 3.6 | 20.9 | 48.5 | 1.9 | 7.9 | 12.3 | 2.4 | 34.3 | 16.6 | 5.9 | 1.7 | 54.2 | 8.6 | 11.2 |
| Administrators | 62 | - | 19.4 | 56.5 | - | 16.1 | 16.1 | - | 30.6 | 19.4 | 3.2 | - | 58.1 | 9.7 | 12.9 |
| Counselors | 34 | 2.9 | 20.6 | 35.3 | 8.8 | 2.9 | 26.5 | 2.9 | 32.4 | 23.5 | - | - | 61.8 | 14.7 | 8.8 |
| Academic teachers | 124 | 4.0 | 21.0 | 55.6 | 1.6 | 9.7 | 11.3 | 4.0 | 41.9 | 26.6 | 4.8 | 1.6 | 53.2 | 8.1 | 14.5 |
| Vocational teachers | 555 | 4.0 | 21.1 | 46.8 | 1.8 | 6.8 | 11.4 | 2.3 | 33.5 | 13.7 | 6.8 | 2.0 | 53.5 | 8.3 | 10.5 |
| Small Junior College | 1021 | 7.8 | 11.1 | 39.8 | 4.3 | 11.1 | 15.2 | 2.6 | 28.5 | 36.2 | 2.6 | 3.8 | 39.3 | 14.3 | 9.9 |
| Administrators | 90 | 5.6 | 14.4 | 47.8 | 3.3 | 5.6 | 24.4 | 1.1 | 30.0 | 42.2 | - | - | 57.8 | 20.0 | 7.8 |
| Counselors | 63 | 11.1 | 11.1 | 38.1 | 3.2 | 11.1 | 12.7 | - | 25.4 | 31.7 | 1.6 | 1.6 | 47.6 | 20.6 | 6.3 |
| Academic teachers | 630 | 8.9 | 8.1 | 37.8 | 5.2 | 12.7 | 14.4 | 3.3 | 27.1 | 39.0 | 2.1 | 5.2 | 33.0 | 14.0 | 10.0 |
| Vocational teachers | 238 | 5.0 | 18.1 | 42.4 | 2.5 | 8.8 | 14.3 | 2.1 | 32.4 | 27.7 | 5.5 | 2.1 | 46.6 | 11.3 | 10.9 |
| Large Junior College | 1704 | 4.3 | 14.6 | 38.8 | 4.2 | 8.1 | 13.6 | 2.5 | 24.7 | 34.8 | 3.0 | 2.0 | 45.9 | 14.5 | 9.3 |
| Administrators | 123 | .8 | 18.7 | 40.7 | 4.9 | 3.3 | 17.1 | 1.6 | 16.3 | 34.1 | 2.4 | .8 | 55.3 | 20.3 | 4.1 |
| Counselor | 126 | 3.2 | 14.3 | 28.6 | 9.5 | 6.3 | 14.3 | 2.4 | 12.7 | 42.1 | 1.6 | 1.6 | 50.8 | 19.8 | 3.2 |
| Academic teachers | 786 | 5.1 | 12.1 | 34.9 | 5.1 | 8.8 | 12.1 | 5.0 | 22.9 | 40.8 | 2.3 | 2.7 | 40.1 | 14.8 | 8.9 |
| Vocational teachers | 669 | 4.3 | 16.9 | 45.0 | 2.1 | 8.5 | 14.6 | 1.8 | 31.2 | 26.5 | 4.2 | 1.6 | 50.2 | 12.1 | 11.8 |

[a] - = too little emphasis + = too much emphasis

## TABLE A-103

### DESIRABILITY OF MORE INTENSIVE VOCATIONAL TRAINING AND GUIDANCE IN THE JUNIOR HIGH SCHOOL COMPARISON OF OPINIONS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

(In Percentages)

| SECONDARY | | | | | POSTSECONDARY | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number | Helpful | Injurious | Imprac-tical | | Number | Helpful | Injurious | Imprac-tical |
| TOTAL | 9637[a] | 52.4 | 11.8 | 32.2 | TOTAL | 3500[b] | 49.1 | 14.7 | 32.6 |
| Small High School | 3059 | 52.1 | 13.0 | 31.5 | Technical Center | 775 | 58.5 | 12.6 | 26.5 |
| administrators | 131 | 45.8 | 10.7 | 40.5 | administrators | 62 | 69.4 | 8.1 | 19.4 |
| counselors | 166 | 65.7 | 6.0 | 24.7 | counselors | 34 | 76.5 | 2.9 | 20.6 |
| academic teachers | 2171 | 51.0 | 14.2 | 30.8 | academic teachers | 124 | 55.6 | 12.1 | 30.6 |
| vocational teachers | 591 | 53.8 | 9.3 | 34.0 | vocational teachers | 555 | 56.8 | 13.7 | 26.7 |
| Large High School | 5114 | 51.4 | 11.7 | 33.4 | Small Junior College | 1021 | 45.0 | 16.1 | 34.8 |
| administrators | 184 | 51.6 | 7.1 | 38.0 | administrators | 90 | 56.7 | 10.0 | 28.9 |
| counselors | 328 | 62.5 | 9.5 | 25.6 | counselors | 63 | 57.1 | 12.7 | 25.4 |
| academic teachers | 3597 | 50.8 | 13.0 | 32.7 | academic teachers | 630 | 40.8 | 19.2 | 36.2 |
| vocational teachers | 1005 | 50.0 | 8.6 | 37.4 | vocational teachers | 238 | 48.3 | 10.9 | 35.7 |
| Vocational High School | 1464 | 56.1 | 10.1 | 29.4 | Large Junior College | 1704 | 47.3 | 14.8 | 34.0 |
| administrators | 90 | 73.3 | 4.4 | 21.1 | administrators | 123 | 61.0 | 5.7 | 30.1 |
| counselors | 90 | 66.7 | 7.8 | 22.2 | counselors | 126 | 57.1 | 12.7 | 28.6 |
| academic teachers | 577 | 49.7 | 13.7 | 32.4 | academic teachers | 786 | 39.4 | 19.1 | 37.3 |
| vocational teachers | 707 | 57.9 | 8.2 | 29.0 | vocational teachers | 669 | 52.2 | 11.8 | 32.0 |

[a] 345 nonrespondents (3.6%)

[b] 127 nonrespondents (3.6%)

## TABLE A-104

### BEST PLACE FOR OCCUPATIONAL TRAINING FOR JOBS REQUIRING LESS THAN BACHELOR'S DEGREE COMPARISON OF OPINIONS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| SECONDARY | | | | |
|---|---|---|---|---|
| | Number | Post-secondary Institution | On the Job | High School |
| TOTAL | 9637[a] | 15.6 | 47.3 | 33.5 |
| Small High School | 3059 | 15.7 | 51.5 | 29.7 |
| administrators | 131 | 22.1 | 55.0 | 21.4 |
| counselors | 166 | 19.9 | 53.6 | 22.9 |
| academic teachers | 2171 | 15.0 | 52.5 | 29.4 |
| vocational teachers | 591 | 15.6 | 46.4 | 34.5 |
| Large High School | 5114 | 15.5 | 50.3 | 30.8 |
| administrators | 184 | 14.7 | 62.0 | 21.2 |
| counselors | 328 | 20.4 | 50.6 | 25.6 |
| academic teachers | 3597 | 15.8 | 50.8 | 30.1 |
| vocational teachers | 1005 | 13.0 | 46.4 | 36.7 |
| Vocational High School | 1464 | 21.9 | 27.9 | 50.8 |
| administrators | 90 | 15.6 | 14.4 | 66.7 |
| counselors | 90 | 18.9 | 32.2 | 45.6 |
| academic teachers | 577 | 15.4 | 35.9 | 43.0 |
| vocational teachers | 707 | 15.6 | 22.6 | 55.7 |

[a] 349 nonrespondents (3.6%)

| POSTSECONDARY | | | | |
|---|---|---|---|---|
| | Number | Post-secondary Institution | On the Job | High School |
| TOTAL | 3500[b] | 46.0 | 31.3 | 18.5 |
| Technical Center | 775 | 52.3 | 17.7 | 26.2 |
| administrators | 62 | 56.5 | 9.7 | 24.2 |
| counselors | 34 | 50.0 | 17.6 | 32.4 |
| academic teachers | 124 | 50.8 | 24.2 | 24.2 |
| vocational teachers | 555 | 52.3 | 17.1 | 26.5 |
| Small Junior College | 1021 | 42.7 | 37.9 | 15.2 |
| administrators | 90 | 60.0 | 27.8 | 8.9 |
| counselors | 63 | 36.5 | 42.9 | 14.3 |
| academic teachers | 630 | 38.4 | 43.0 | 15.2 |
| vocational teachers | 238 | 49.2 | 26.9 | 17.6 |
| Large Junior College | 1704 | 45.1 | 33.4 | 17.0 |
| administrators | 123 | 56.1 | 26.0 | 13.8 |
| counselors | 126 | 38.9 | 38.1 | 19.0 |
| academic teachers | 786 | 42.6 | 38.3 | 15.1 |
| vocational teachers | 669 | 47.1 | 28.3 | 19.4 |

[b] 149 nonrespondents (4.3%)

## TABLE A-105

### PROBABLE OUTCOME OF PART-TIME STUDENT EMPLOYMENT PROGRAMS LIKE NEIGHBORHOOD YOUTH CORPS COMPARISON OF OPINIONS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL (In Percentages)

| | SECONDARY | | | | POSTSECONDARY | | |
|---|---|---|---|---|---|---|---|
| | Number | Keep Student in School | Trap in Low Level Job | | Number | Keep Student in School | Trap in Low Level Job |
| TOTAL | 9637[a] | 68.3 | 25.6 | TOTAL | 3500[b] | 63.6 | 27.6 |
| Small High School | 3059 | 66.0 | 27.8 | Technical Center | 775 | 57.7 | 37.5 |
| administrators | 131 | 68.7 | 22.9 | administrators | 62 | 46.8 | 43.5 |
| counselors | 166 | 70.5 | 22.9 | counselors | 34 | 70.6 | 20.6 |
| academic teachers | 2171 | 66.7 | 27.1 | academic teachers | 124 | 65.3 | 31.5 |
| vocational teachers | 591 | 61.9 | 32.8 | vocational teachers | 555 | 56.4 | 39.3 |
| Large High School | 5114 | 70.7 | 23.3 | Small Junior College | 1021 | 64.0 | 24.7 |
| administrators | 184 | 77.7 | 17.9 | administrators | 90 | 77.8 | 8.9 |
| counselors | 328 | 76.2 | 19.2 | counselors | 63 | 69.8 | 23.8 |
| academic teachers | 3597 | 70.4 | 23.4 | academic teachers | 630 | 64.4 | 24.3 |
| vocational teachers | 1005 | 69.0 | 24.4 | vocational teachers | 238 | 55.9 | 31.9 |
| Vocational High School | 1464 | 64.8 | 29.5 | Large Junior College | 1704 | 66.0 | 24.9 |
| administrators | 90 | 65.6 | 32.2 | administrators | 123 | 74.8 | 19.5 |
| counselors | 90 | 72.2 | 25.6 | counselors | 126 | 73.0 | 19.0 |
| academic teachers | 577 | 68.5 | 25.5 | academic teachers | 786 | 67.8 | 22.1 |
| vocational teachers | 707 | 60.8 | 33.0 | vocational teachers | 669 | 61.0 | 30.2 |

[a] 587 nonrespondents (6.1%)

[b] 308 nonrespondents (8.8%)

## TABLE A-106

### BEST WAY TO PROVIDE EXPENSIVE VOCATIONAL TRAINING FOR HIGH SCHOOL STUDENTS COMPARISON OF OPINIONS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL (In Percentages)

| SECONDARY | | | | | POSTSECONDARY | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number | Area Vocational Center | Specialized Schools | Split Program | | Number | Area Vocational Center | Specialized Schools | Split Program |
| TOTAL | 9637[a] | 41.3 | 11.0 | 43.0 | TOTAL | 3500[b] | 32.6 | 11.3 | 50.4 |
| Small High School | 3059 | 39.3 | 8.3 | 48.0 | Technical Center | 775 | 39.6 | 7.5 | 48.5 |
| administrators | 131 | 32.1 | 3.8 | 62.6 | administrators | 62 | 37.1 | 4.8 | 53.2 |
| counselors | 166 | 41.6 | 7.2 | 48.8 | counselors | 34 | 32.4 | 5.9 | 55.9 |
| academic teachers | 2171 | 40.3 | 8.6 | 46.3 | academic teachers | 124 | 46.8 | 8.9 | 41.9 |
| vocational teachers | 591 | 36.5 | 8.6 | 50.6 | vocational teachers | 555 | 38.7 | 7.6 | 49.0 |
| Large High School | 5114 | 40.4 | 12.8 | 42.2 | Small Junior College | 1021 | 33.7 | 10.2 | 49.6 |
| administrators | 184 | 35.3 | 12.0 | 50.5 | administrators | 90 | 28.9 | 7.8 | 60.0 |
| counselors | 328 | 35.6 | 14.0 | 45.8 | counselors | 63 | 30.2 | 9.5 | 54.0 |
| academic teachers | 3597 | 42.3 | 12.2 | 41.0 | academic teachers | 630 | 34.1 | 10.8 | 48.1 |
| vocational teachers | 1005 | 36.1 | 14.9 | 43.9 | vocational teachers | 238 | 35.3 | 9.7 | 48.3 |
| Vocational High School | 1464 | 48.9 | 9.9 | 35.3 | Large Junior College | 1704 | 28.7 | 13.7 | 51.7 |
| administrators | 90 | 56.7 | 10.0 | 31.1 | administrators | 123 | 22.0 | 23.6 | 49.6 |
| counselors | 90 | 46.7 | 13.3 | 36.7 | counselors | 126 | 23.8 | 17.5 | 55.6 |
| academic teachers | 577 | 48.2 | 11.6 | 33.3 | academic teachers | 786 | 30.7 | 13.5 | 48.6 |
| vocational teachers | 707 | 48.8 | 8.1 | 37.3 | vocational teachers | 669 | 28.6 | 11.4 | 55.0 |

[a] 456 nonrespondents (4.7%)

[b] 201 nonrespondents (5.7%)

## TABLE A-107

### DESIRABILITY OF GOAL OF BOTH A SOUND GENERAL EDUCATION AND A SALEABLE SKILL FOR THE HIGH SCHOOL GRADUATE COMPARISON OF OPINIONS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

(In Percentages)

| SECONDARY | | | | POSTSECONDARY | | | |
|---|---|---|---|---|---|---|---|
| | Number | Unrealistic | Desirable | | Number | Unrealistic | Desirable |
| TOTAL | 9637[a] | 34.0 | 60.3 | TOTAL | 3500[b] | 47.3 | 44.5 |
| Small High School | 3059 | 38.2 | 56.7 | Technical Center | 775 | 47.9 | 46.5 |
| administrators | 131 | 36.6 | 59.5 | administrators | 62 | 41.9 | 48.4 |
| counselors | 166 | 44.6 | 48.8 | counselors | 34 | 41.2 | 52.9 |
| academic teachers | 2171 | 41.1 | 53.5 | academic teachers | 124 | 49.2 | 47.6 |
| vocational teachers | 591 | 25.9 | 70.2 | vocational teachers | 555 | 48.6 | 45.6 |
| Large High School | 5114 | 34.9 | 58.9 | Small Junior College | 1021 | 48.8 | 41.5 |
| administrators | 184 | 23.9 | 72.3 | administrators | 90 | 57.8 | 33.3 |
| counselors | 328 | 35.1 | 61.0 | counselors | 63 | 41.3 | 49.2 |
| academic teachers | 3597 | 39.0 | 54.3 | academic teachers | 630 | 49.4 | 41.0 |
| vocational teachers | 1005 | 22.3 | 72.8 | vocational teachers | 238 | 45.8 | 44.1 |
| Vocational High School | 1464 | 21.9 | 72.5 | Large Junior College | 1704 | 46.2 | 45.4 |
| administrators | 90 | 17.8 | 80.0 | administrators | 123 | 43.9 | 46.3 |
| counselors | 90 | 22.2 | 72.2 | counselors | 126 | 53.2 | 41.3 |
| academic teachers | 577 | 23.9 | 69.8 | academic teachers | 786 | 46.6 | 43.8 |
| vocational teachers | 707 | 20.7 | 73.7 | vocational teachers | 669 | 44.8 | 48.0 |

[a] 551 nonrespondents (5.7%)

[b] 286 nonrespondents (8.2%)

## TABLE A-108

## VALIDITY OF THE CHARGE THAT VOCATIONAL HIGH SCHOOL MAJORS CANNOT "MAKE IT" IN COLLEGE COMPARISON OF OPINIONS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL (In Percentages)

| SECONDARY | | | | | POSTSECONDARY | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number | Untrue | True | Irrelevant | | Number | Untrue | True | Irrelevant |
| TOTAL | 9637[a] | 35.8 | 28.3 | 29.4 | TOTAL | 3500[b] | 36.2 | 32.7 | 22.0 |
| Small High School | 3059 | 33.5 | 28.6 | 31.6 | Technical Center | 775 | 46.1 | 28.6 | 19.1 |
| administrators | 131 | 41.2 | 22.9 | 29.8 | administrators | 62 | 74.2 | 12.9 | 4.8 |
| counselors | 166 | 38.6 | 23.5 | 31.3 | counselors | 34 | 76.5 | 5.9 | 11.8 |
| academic teachers | 2171 | 28.4 | 30.7 | 34.3 | academic teachers | 124 | 30.6 | 46.0 | 21.8 |
| vocational teachers | 591 | 49.1 | 23.7 | 22.0 | vocational teachers | 555 | 44.5 | 27.7 | 20.5 |
| Large High School | 5114 | 33.5 | 29.4 | 30.3 | Small Junior College | 1021 | 29.4 | 34.6 | 26.1 |
| administrators | 184 | 50.0 | 22.8 | 19.0 | administrators | 90 | 35.6 | 30.0 | 22.2 |
| counselors | 328 | 43.0 | 21.0 | 30.8 | counselors | 63 | 41.3 | 30.2 | 20.6 |
| academic teachers | 3597 | 28.4 | 32.0 | 32.9 | academic teachers | 630 | 24.4 | 37.6 | 27.6 |
| vocational teachers | 1005 | 45.7 | 23.9 | 23.1 | vocational teachers | 238 | 37.0 | 29.4 | 24.8 |
| Vocational High School | 1464 | 48.9 | 22.8 | 21.9 | Large Junior College | 1704 | 35.8 | 33.5 | 21.0 |
| administrators | 90 | 61.1 | 23.3 | 15.6 | administrators | 123 | 45.5 | 30.1 | 15.4 |
| counselors | 90 | 50.0 | 30.0 | 17.8 | counselors | 126 | 28.6 | 39.7 | 20.6 |
| academic teachers | 577 | 44.7 | 25.5 | 23.2 | academic teachers | 786 | 30.3 | 36.3 | 22.5 |
| vocational teachers | 707 | 50.6 | 19.7 | 22.1 | vocational teachers | 669 | 41.9 | 29.7 | 20.3 |

[a] 636 nonrespondents (6.6%)

[b] 315 nonrespondents (9.0%)

# TABLE A-109

## BEST INSTITUTIONAL ARRANGEMENT FOR TWO-YEAR COLLEGE ACADEMIC AND VOCATIONAL PROGRAMS COMPARISON OF OPINIONS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

(In Percentages)

| SECONDARY | | | | | POSTSECONDARY | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number | Separate Schools | Separate Classes | Same Classes | | Number | Separate Schools | Separate Classes | Same Classes |
| TOTAL | 9637[a] | 36.8 | 24.3 | 34.4 | TOTAL | 3500[b] | 19.3 | 32.9 | 42.9 |
| Small High School | 3059 | 38.2 | 25.9 | 32.1 | Technical Center | 775 | 42.6 | 25.9 | 27.2 |
| administrators | 131 | 33.6 | 29.0 | 35.1 | administrators | 62 | 38.7 | 22.6 | 33.9 |
| counselors | 166 | 31.3 | 32.5 | 31.9 | counselors | 34 | 41.2 | 14.7 | 41.2 |
| academic teachers | 2171 | 40.1 | 26.3 | 29.5 | academic teachers | 124 | 37.9 | 29.8 | 29.8 |
| vocational teachers | 591 | 34.2 | 21.8 | 40.9 | vocational teachers | 555 | 44.1 | 26.1 | 25.0 |
| Large High School | 5114 | 36.1 | 25.2 | 34.6 | Small Junior College | 1021 | 15.8 | 35.9 | 43.5 |
| administrators | 184 | 25.0 | 25.5 | 45.1 | administrators | 90 | 12.2 | 35.6 | 43.3 |
| counselors | 328 | 29.9 | 25.6 | 40.9 | counselors | 63 | 9.5 | 34.9 | 50.8 |
| academic teachers | 3597 | 38.6 | 25.9 | 31.3 | academic teachers | 630 | 14.9 | 39.0 | 42.4 |
| vocational teachers | 1005 | 31.3 | 21.4 | 42.2 | vocational teachers | 238 | 21.0 | 28.2 | 44.5 |
| Vocational High School | 1464 | 36.2 | 18.6 | 38.6 | Large Junior College | 1704 | 10.9 | 34.3 | 49.8 |
| administrators | 90 | 25.6 | 15.6 | 56.7 | administrators | 123 | 4.1 | 22.0 | 65.9 |
| counselors | 90 | 38.9 | 18.9 | 36.7 | counselors | 126 | 6.3 | 33.3 | 54.8 |
| academic teachers | 577 | 37.4 | 18.7 | 37.8 | academic teachers | 786 | 12.0 | 40.1 | 43.4 |
| vocational teachers | 707 | 36.2 | 19.0 | 37.3 | vocational teachers | 669 | 11.8 | 30.0 | 53.4 |

[a] 436 nonrespondents (4.5%)

[b] 167 nonrespondents (4.8%)

## TABLE A-110

### PROBABLE OUTCOME OF MORE RIGID ENTRANCE REQUIREMENTS FOR OCCUPATIONAL PROGRAMS COMPARISON OF OPINIONS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

(In Percentages)

| SECONDARY | | | | POSTSECONDARY | | | |
|---|---|---|---|---|---|---|---|
| | Number | Enhance Prestige | Exclude Target Population | | Number | Enhance Prestige | Exclude Target Population |
| TOTAL | 9637[a] | 39.0 | 55.6 | TOTAL | 3500[b] | 30.4 | 63.1 |
| Small High School | 3059 | 36.8 | 58.7 | Technical Center | 775 | 46.1 | 49.3 |
| administrators | 131 | 22.9 | 74.8 | administrators | 62 | 43.5 | 45.2 |
| counselors | 166 | 23.5 | 74.1 | counselors | 34 | 44.1 | 50.0 |
| academic teachers | 2171 | 36.0 | 59.0 | academic teachers | 124 | 37.9 | 60.5 |
| vocational teachers | 591 | 46.5 | 49.9 | vocational teachers | 555 | 48.3 | 47.2 |
| Large High School | 5114 | 35.6 | 58.5 | Small Junior College | 1021 | 23.8 | 68.6 |
| administrators | 184 | 22.3 | 72.8 | administrators | 90 | 15.6 | 81.1 |
| counselors | 328 | 20.7 | 75.0 | counselors | 63 | 19.0 | 76.2 |
| academic teachers | 3597 | 34.6 | 59.0 | academic teachers | 630 | 23.5 | 68.3 |
| vocational teachers | 1005 | 46.4 | 48.8 | vocational teachers | 238 | 29.0 | 62.6 |
| Vocational High School | 1464 | 55.2 | 38.5 | Large Junior College | 1704 | 27.2 | 66.2 |
| administrators | 90 | 52.2 | 44.4 | administrators | 123 | 15.4 | 80.5 |
| counselors | 90 | 45.6 | 50.0 | counselors | 126 | 17.5 | 80.2 |
| academic teachers | 577 | 48.9 | 43.8 | academic teachers | 786 | 24.8 | 68.1 |
| vocational teachers | 707 | 62.1 | 32.0 | vocational teachers | 669 | 33.9 | 58.7 |

[a] 531 nonrespondents (5.5%)

[b] 230 nonrespondents (6.6%)

# TABLE A-111

## EVALUATION OF CURRENT OCCUPATIONAL PROGRAMS
## COMPARISON OF OPINIONS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

| SECONDARY | | | | | POSTSECONDARY | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number | Realistic | Out of Date | Neglect Nonaverage Student | | Number | Realistic | Out of Date | Neglect Nonaverage Student |
| TOTAL | 9637[a] | 32.6 | 19.9 | 38.4 | TOTAL | 3500[b] | 38.5 | 15.5 | 35.5 |
| Small High School | 3059 | 31.3 | 19.4 | 40.0 | Technical Center | 775 | 51.4 | 8.9 | 34.6 |
| administrators | 131 | 32.8 | 19.1 | 41.2 | administrators | 62 | 43.5 | 17.7 | 27.4 |
| counselors | 166 | 26.5 | 20.5 | 44.0 | counselors | 34 | 55.9 | 11.8 | 32.4 |
| academic teachers | 2171 | 30.3 | 20.8 | 39.2 | academic teachers | 124 | 40.3 | 7.3 | 50.0 |
| vocational teachers | 591 | 35.9 | 14.0 | 41.6 | vocational teachers | 555 | 54.4 | 8.1 | 32.2 |
| Large High School | 5114 | 30.5 | 22.3 | 37.5 | Small Junior College | 1021 | 31.0 | 20.3 | 33.4 |
| administrators | 184 | 28.3 | 20.1 | 44.0 | administrators | 90 | 37.8 | 22.2 | 30.0 |
| counselors | 328 | 25.0 | 22.9 | 46.6 | counselors | 63 | 20.6 | 31.7 | 42.9 |
| academic teachers | 3597 | 29.3 | 23.9 | 36.0 | academic teachers | 630 | 27.5 | 21.0 | 33.8 |
| vocational teachers | 1005 | 37.0 | 16.5 | 38.7 | vocational teachers | 238 | 40.8 | 14.7 | 31.1 |
| Vocational High School | 1464 | 42.2 | 12.9 | 38.4 | Large Junior College | 1704 | 37.0 | 15.7 | 37.1 |
| administrators | 90 | 43.3 | 14.4 | 40.0 | administrators | 123 | 40.7 | 17.9 | 32.5 |
| counselors | 90 | 31.1 | 11.1 | 52.2 | counselor | 126 | 34.9 | 17.5 | 41.3 |
| academic teachers | 577 | 32.6 | 16.5 | 42.5 | academic teachers | 786 | 32.8 | 18.7 | 35.9 |
| vocational teachers | 707 | 51.3 | 10.0 | 33.1 | vocational teachers | 669 | 41.7 | 11.5 | 38.6 |

[a] 877 nonrespondents (9.1%)

[b] 369 nonrespondents (10.6%)

# A STUDY OF
# CAREER PATTERNS
# AND
# CURRICULUM EMPHASES
# IN
# PUBLIC EDUCATION

CONDUCTED BY:

The Bureau of Social Science Research, Inc.
1200 Seventeenth Street, N. W.
Washington, D. C. 20036

## *ADMINISTRATOR QUESTIONNAIRE*

BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
1200 SEVENTEENTH STREET, N.W., WASHINGTON, D. C. 20036
TELEPHONE 223-4300

ROBERT T. BOWER
DIRECTOR
IVOR WAYNE
ASSISTANT DIRECTOR

TRUSTEES
W. PHILLIPS DAVISON
ROBERT T. BOWER
ELLSWORTH BUNKER
GEORGE GALLUP
PAUL F. LAZARSFELD
FRANK LORIMER
HERBERT J. MILLER, JR.
PAUL A. SMITH

Dear Administrator:

Where, how, and when to teach essential academic and vocational skills are critical concerns to all of us in education. So, too, is the perennial problem of recruiting and retraining able faculty. Although the school administrator sees at first hand both the positive and negative results of present educational practice, broadly based and up-to-date information about school programs and educational philosophy is presently unavailable.

Therefore we are inviting you and your faculty to participate in a nationwide study focused on career patterns and curriculum emphases in public education, supported in part by funds from the U.S. Office of Education. The final report of the study, which will be available to all who are interested, will contain conclusions based on information from comprehensive and vocational high schools, area vocational centers, technical institutes, and junior and community colleges from all parts of the country.

We need your assistance in two ways:

(1) Please complete this questionnaire which asks for current enrollment and curriculum data for your institution and for your opinions on some important educational issues.

(2) Please send us:
    (a) a school catalogue or course list,
    (b) a current list of faculty names and assignments,
    (c) a student handbook or guide if your institution issues one.

The descriptive information and faculty assignment list will help us understand your present program better as well as enable us to record and acknowledge responses. Your opinions about curriculum planning and educational philosophy, together with those of your colleagues, will form the basis of our recommendations. Of course, all information is confidential. No school or individual will be identified in any way.

The attached envelope is for this questionnaire and the requested materials about your faculty and program. Should you have any questions regarding the survey, do not hesitate to get in touch with me.

Thank you for your cooperation.

Eleanor P. Godfrey

Eleanor P. Godfrey
Study Director

EPG/jd

BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
Washington, D. C. 20036

# CAREER PATTERNS AND CURRICULUM EMPHASES IN PUBLIC EDUCATION

## Administrator Questionnaire

Please return this questionnaire at your earliest convenience. It should take about 30 minutes to complete.

Please answer the "check" questions by circling the number or letter to the right of the answer you choose. If some of the categories do not quite fit your situation, please mark the appropriate response and add any necessary comments.

*All replies will be held in confidence. No school or individual will be identified in any report of this study.*

## ▪ ENROLLMENT AND CURRICULUM DATA ▪

Name of institution ____________________

Street or post office address ____________________

City ____________________ County ____________________ State __________ Zip __________

1. Please circle the number corresponding to the most appropriate classification for your school.

| | | | |
|---|---|---|---|
| Comprehensive high school | 1 | Technical institute | 5 |
| Vocational high school | 2 | Community college | 6 |
| Technical high school | 3 | Junior college | 7 |
| Vocational, technical center | 4 | Other (specify: ____________________) | 0 |

2. As of your latest regular report date to the state, how many *individual* students were enrolled in your school? Please count each person only once.

| | DAY | EVENING | TOTAL |
|---|---|---|---|
| Full-time students | | | |
| Part-time students | | | |
| TOTAL | | | |

3. As of your latest regular report date to the state, how many *persons* were on your professional teaching, counseling, and administrative staff? Those who have more than one function should be listed in the appropriate combined category. Please count each person only once.

| | | | |
|---|---|---|---|
| Full-time teacher | | Part-time counselor and part-time administrator | |
| Part-time teacher | | Full-time administrator | |
| Part-time teacher and part-time counselor | | Part-time administrator | |
| Part-time teacher and part-time administrator | | Other professional personnel (librarian, school nurse, etc.) | |
| Full-time counselor | | | |
| Part-time counselor | | TOTAL | |

4. Approximately how many of your students this semester (quarter) are *primarily* enrolled in each of the following programs? Please count each student *only once*. If there are no students in a given category, leave the line blank.

| | | NUMBER OF FULL-TIME STUDENTS | NUMBER OF PART-TIME STUDENTS |
|---|---|---|---|
| College preparatory, transfer, university parallel | 1 | ________ | ________ |
| Technical occupations | 2 | ________ | ________ |
| Office occupations | 3 | ________ | ________ |
| Distributive education | 4 | ________ | ________ |
| Agriculture, horticulture | 5 | ________ | ________ |
| Home economics | 6 | ________ | ________ |
| Trade and industrial | 7 | ________ | ________ |
| Health occupations | 8 | ________ | ________ |
| Basic, remedial | 9 | ________ | ________ |
| Other (specify: ________________________________) | 0 | ________ | ________ |
| General, no major | X | ________ | ________ |

5. Are any of the program areas listed in Question 4 above new to your institution this year?

Yes ................ 1    No ................ 2

5a. IF YES: Please indicate which ones by circling the appropriate number below.

1 2 3 4 5 6 7 8 9 0 X

6. Does your school operate any of the following programs whereby students can earn money while in school? Please (1) circle all that apply and (2) give the approximate number of students in *each* program.

| | | NUMBER OF STUDENTS |
|---|---|---|
| Work experience for any deserving student, no credit | 1 | ________ |
| Work experience for any deserving student, with credit | 2 | ________ |
| Neighborhood Youth Corps | 3 | ________ |
| Cooperative work programs in trade and industry | 4 | ________ |
| Cooperative work programs in distributive education | 5 | ________ |
| Cooperative work programs in office occupations | 6 | ________ |
| Work-study programs under Vocational Education Act of 1963 | 7 | ________ |
| Other (specify: ________________________________) | 0 | ________ |
| None | X | |

7. Approximately what percent of the students who entered your school this year (1966-67) do you expect will eventually do each of the following? Please estimate the percent in each category:

Drop out of school before graduation or completion of certificate program .......................................... 1 ________%

Transfer to another institution before graduation .......................................................................... 2 ________%

Interrupt their studies with work, marriage, military service, etc., but eventually graduate ............................ 3 ________%

Graduate, and go on for further vocational or technical training ...................................................... 4 ________%

Graduate, and go on for further college or university training ...................................................... 5 ________%

Graduate, and enter the job market without further formal training .................................................. 6 ________%

Other (specify:________________________________________________) .. 0 ________%

8. Has a firm decision, i.e., school board authorization or budgetary provisions, been made to ADD or DROP any course(s) from your present occupational (vocational, technical) program or your bachelor's degree-oriented (college preparatory, transfer, university parallel) program?

Yes ................ 1 No ................ 2

8a. IF YES: Please list the course(s) that will be added to or dropped from each program.

| | OCCUPATIONAL PROGRAM | BACHELOR'S-ORIENTED PROGRAM |
|---|---|---|
| ADD: | ________________________ | ________________________ |
| | ________________________ | ________________________ |
| | ________________________ | ________________________ |
| DROP: | ________________________ | ________________________ |
| | ________________________ | ________________________ |
| | ________________________ | ________________________ |

9. Are there any changes in the curriculum offerings of your institution, not now in the works, that you would like to make?

Yes ................ 1 No ................ 2

9a. IF YES: Please indicate what these changes are and why you would like to make them.

________________________________________________________________

________________________________________________________________

________________________________________________________________

10. What are the minimal educational and work experience requirements for teachers in the occupational (vocational, technical) program and in the bachelor's degree-oriented (college preparatory, transfer, university parallel) program at your institution?

| | OCCUPATIONAL PROGRAM | BACHELOR'S-ORIENTED PROGRAM |
|---|---|---|
| Educational Requirements: | ______________________ | ______________________ |
| | ______________________ | ______________________ |
| Work Experience Requirements: | ______________________ | ______________________ |
| | ______________________ | ______________________ |

11. Aside from a higher salary scale, which THREE of the following would be most helpful to you in maintaining an able faculty?

| | |
|---|---|
| Higher certification requirements | 1 |
| Reciprocal certification agreements or uniform certification requirements among the states | 2 |
| Freedom to employ competent teachers regardless of certification requirements | 3 |
| More intensive recruitment activities in the colleges | 4 |
| More intensive recruitment activities in business and industry | 5 |
| Freedom to employ more part-time teachers from business and industry | 6 |
| Better working conditions to offer teachers (e.g.: lower student-teacher ratio, smaller class loads) | 7 |
| Better physical conditions to offer teachers (e.g.: more modern classrooms, facilities for private offices) | 8 |
| Provisions for sabbatical leave for further training, research, work experience, etc. | 9 |
| Freedom to offer incentive (or merit) pay for superior performance, regardless of formal educational requirements or tenure | X |
| Other (specify: ______________________________) | 0 |

11a. Please *rank* the three answers you circled above in order of importance. Enter the numbers corresponding to your first, second and third choices below.

1st choice ______________ 2nd choice ______________ 3rd choice ______________

12. Is your institution designated as an area vocational school by your state?

Yes ................ 1    No ................ 2

12a. IF YES: What geographical area (county or counties) do you serve?

______________________________

13. IF YOUR SCHOOL IS NOT AN AREA VOCATIONAL SCHOOL: Is there an area vocational school within commuting distance of your student population?

Yes ................ 1    No ................ 2

13a. IF YES: Please give (1) the name and address of the school, and (2) the county or counties it serves.

Name of school ______________________________

Address ______________________________

County or counties served: ______________________________

14. How would you rate the adequacy of each of the following services at your institution? Please circle *one answer for each service.*

| | EXCEL-LENT | ABOVE AVER-AGE | AVER-AGE | BELOW AVER-AGE | UNSAT-ISFAC-TORY | NON EXIST-ENT | NO OPIN-ION |
|---|---|---|---|---|---|---|---|
| Vocational counseling ........... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Academic counseling ............ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Vocational placement............ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Academic placement............. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Breadth of vocational courses .... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Breadth of academic courses ..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Followup studies of vocational graduates ............ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Followup studies of academic graduates ............. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Followup studies of dropouts ..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Suitability of vocational courses for local job market ............. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Suitability of vocational courses for further vocational training..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Suitability of academic courses for a state college .............. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Suitability of academic courses for a major university ........... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Board of education support for innovations in vocational programs.. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Board of education support for innovations in academic programs... | 1 | 2 | 2 | 4 | 5 | 6 | 7 |

## ▪ CURRICULUM EMPHASES ▪

15. The following is a "typical" high school college preparatory program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

| 16 UNIT COLLEGE PREPARATORY PROGRAM | TOO LITTLE | TOO MUCH | ABOUT RIGHT |
|---|---|---|---|
| English – *4 units* | 1 | 2 | 3 |
| Mathematics – *2 units* | 1 | 2 | 3 |
| Physical and natural sciences – *2 units* | 1 | 2 | 3 |
| Social studies – *3 units* | 1 | 2 | 3 |
| Foreign languages – *2 units* | 1 | 2 | 3 |
| Vocational skills – *0 units* | 1 | | 3 |
| Electives – *3 units* | 1 | 2 | 3 |

16. The following is a "typical" high school vocational or technical program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

| 16 UNIT VOCATIONAL PROGRAM | TOO LITTLE | TOO MUCH | ABOUT RIGHT |
|---|---|---|---|
| English – *3 units* | 1 | 2 | 3 |
| Mathematics – *1 unit* | 1 | 2 | 3 |
| Physical and natural sciences – *1 unit* | 1 | 2 | 3 |
| Social studies – *2 units* | 1 | 2 | 3 |
| Foreign languages – *0 units* | 1 | | 3 |
| Shop, laboratory, job experience – *7 units* | 1 | 2 | 3 |
| Electives – *2 units* | 1 | 2 | 3 |

17. The following is a "typical" post secondary one year certificate program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

| 32 UNIT CERTIFICATE PROGRAM | TOO LITTLE | TOO MUCH | ABOUT RIGHT |
|---|---|---|---|
| English – *3 units* | 1 | 2 | 3 |
| Mathematics – *3 units* | 1 | 2 | 3 |
| Social sciences – *3 units* | 1 | 2 | 3 |
| Theory-related courses in major field – *6 units* | 1 | 2 | 3 |
| Shop, laboratory, job experience – *17 units* | 1 | 2 | 3 |

18. The following is a "typical" post secondary two year technical program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

| 60 UNIT TECHNICAL PROGRAM | TOO LITTLE | TOO MUCH | ABOUT RIGHT |
|---|---|---|---|
| English, speech, literature – 6 *units* .............. | 1 | 2 | 3 |
| Mathematics – 3 *units* .......................... | 1 | 2 | 3 |
| Physical and natural sciences – 5 *units* ........... | 1 | 2 | 3 |
| Social sciences – 6 *units* ........................ | 1 | 2 | 3 |
| Theory-related courses in major field – 12 *units*...... | 1 | 2 | 3 |
| Shop, laboratory, job experience – 20 *units*.......... | 1 | 2 | 3 |
| Related electives – 8 *units* ...................... | 1 | 2 | 3 |

19. The following is a "typical" junior college two year transfer (university parallel) program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

| 60 UNIT TRANSFER PROGRAM | TOO LITTLE | TOO MUCH | ABOUT RIGHT |
|---|---|---|---|
| English, speech, literature – 12 *units* ............. | 1 | 2 | 3 |
| Mathematics – 3 *units* .......................... | 1 | 2 | 3 |
| Physical and natural sciences – 9 *units* ........... | 1 | 2 | 3 |
| Social sciences – 12 *units* ....................... | 1 | 2 | 3 |
| Humanities, fine arts – 3 *units* ................... | 1 | 2 | 3 |
| Foreign languages – 12 *units*...................... | 1 | 2 | 3 |
| Electives – 9 *units* ............................ | 1 | 2 | 3 |

## ▪ EDUCATIONAL ISSUES ▪

The last group of questions concern a number of important issues currently being debated by educators (and the general public). Because the issues are controversial, we have summarized two or three major positions on each and are asking you to choose the statement which compares most closely with your own thinking. *Please circle one number for each statement* and *add any comments you desire.*

20. The best way to train for jobs requiring less than a bachelor's degree is to:

Emphasize general education through grade 12, reserving occupational training for grades 13 and later ............................................... 1

Give high school students the opportunity to explore various occupations, but let industry provide specialized skill training "on the job" .......................... 2

Provide intensive occupational training in the high school ............................... 3

21. The rapid increase in the number of two-year colleges raises serious questions about the functions these institutions should serve.

A two-year college can not have both a high quality academic program and a high quality occupational program. Each institution should specialize – – either in lower division college work or vocational and technical training .................. 1

Although one institution can provide both an academic and an occupational program, it is poor educational policy to teach both types of students in the same classes .................................................................... 2

A two-year college has the obligation to provide all students with the same general education courses. Taking classes together is beneficial to those in both occupational and bachelor's-oriented programs .......................................... 3

22. More intensive vocational training and guidance in the junior high school would:

Enable students to become acquainted with the world of work earlier and therefore make more realistic educational and occupational choices ......................... 1

Encourage students to make up their minds too early and restrict their future educational and occupational careers .............................................. 2

Be impractical – junior high school students are not mature enough to profit from such experiences ......................................................... 3

23. Vocational training requiring expensive equipment and facilities can best be provided for high school students by:

Establishing an area center to serve a number of feeder schools; vocational students would take all of their schooling in the area center ............................... 1

Exchanging students among comprehensive high schools in the area, each of which specializes in a different kind of vocational training ............................... 2

Keeping the student in his "home" school for general education courses, and providing shop and laboratory training in a community or junior college or a vocational-technical center for both secondary and postsecondary students .................. 3

24. The charge that students with a vocational major in high school cannot "make it" in college:

Is more apparent than real because students in both college preparatory and vocational programs take the same basic prerequisite courses ............................. 1

Is a serious one because the "academic" subjects taught vocational students do not meet standards for college entrance ............................................. 2

Is true, but beside the point, because most vocational graduates do not have the ability to handle college work ................................................ 3

25. Providing more part-time student employment through work experience programs, such as the Neighborhood Youth Corps will:

Keep more young people in school. It is the opportunity to hold a job and earn money that is important .......... 1

Cheat the student in the long run. Without supervised skill training and related course work, he will be trapped in a low level job .......... 2

26. Critical evaluation of current occupational programs suggests that they:

Are suited to the abilities of the enrollees and train people for jobs that exist .......... 1

Are based on an out-of-date philosophy and serve neither the student nor the community well .......... 2

Do a good job with the average student but neglect both the slow and the sophisticated learner .......... 3

27. Introduction of more rigid entrance requirements for occupational programs would:

Raise the prestige of the field. Occupational programs have too often been the "dumping ground" for academic failures .......... 1

Exclude the very students these programs should serve and still not attract the high ability student because of the general public emphasis on the importance of a bachelor's degree .......... 2

28. A careful examination of both occupational and bachelor's-oriented programs points out:

That it is unrealistic to expect a high school student to be proficient in both areas. There is too much to learn in each curriculum .......... 1

That many traditional requirements in both curriculums are unnecessary. A student should be able to obtain both a sound general education and acquire a saleable skill before he graduates from high school .......... 2

◆ ◆ ◆ ◆ ◆ ◆

Thank you for completing the questionnaire. Please use the back cover for any additional comments you wish to make about curriculum emphases in public schools – or about this survey.

Name______________________________ Position______________________________

# A STUDY OF
# CAREER PATTERNS
# AND
# CURRICULUM EMPHASES
# IN
# PUBLIC EDUCATION

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**Washington, D. C. 20036**

## *FACULTY QUESTIONNAIRE*

BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
1200 SEVENTEENTH STREET, N.W., WASHINGTON, D. C. 20036
TELEPHONE 223-4300

ROBERT T. BOWER
DIRECTOR
IVOR WAYNE
ASSISTANT DIRECTOR

TRUSTEES
W. PHILLIPS DAVISON
ROBERT T. BOWER
ELLSWORTH BUNKER
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Dear Colleague:

Where, how, and when to teach essential academic and vocational skills are critical concerns to all of us in education. So, too, is the perennial problem of recruiting and retaining able teachers. Although the practicing teacher sees at first hand both the positive and negative results of present educational practice, broadly based and up-to-date information about his experiences and opinions is presently unavailable.

Therefore we are inviting you to participate in a nationwide study of career patterns and curriculum emphases in public secondary and post-secondary education, supported in part by funds from the U.S. Office of Education. The final report of the study, which will be available to all who are interested, will contain conclusions and recommendations based on your responses and those of other educators from all parts of the country.

All replies will remain absolutely confidential. No institution or individual will be identified or associated with the findings or recommendations in any way. All information will be presented in summary form by type of school and subject specialty. We ask for your name only so that we may acknowledge receipt of your questionnaire.

The small sample of some 300 institutions has been carefully selected to include comprehensive and vocational high schools, area vocational centers, technical institutes, and junior and community colleges. The accuracy of the findings depends upon the cooperation of everyone who has been invited to participate. Your replies will not only be your voice in the discussion, but will represent other professionals of like opinion in similar educational institutions.

We are well aware that educators are frequently asked to participate in surveys and that the task sometimes seems burdensome. However, we are convinced that intelligent curriculum planning requires information that can only be supplied by the practicing teacher. We welcome your questions and comments about the study and hope that the report and recommendations will be as valuable to you as your cooperation is to us.

Thank you for your help,

Eleanor P. Godfrey

Eleanor P. Godfrey
Study Director

EPG/jd

**BUREAU OF SOCIAL SCIENCE RESEARCH, INC.**
1200 SEVENTEENTH STREET, N.W., WASHINGTON, D. C. 20036
TELEPHONE 223-4300

Abstract of Study No. 517 - O.E. Grant #0eg2-6-00396-0664

# CAREER PATTERNS AND CURRICULUM EMPHASES IN PUBLIC EDUCATION

## I. OBJECTIVES

Like the proverbial courier who mounted his horse and rode off in all directions at once, the public schools today are under a mandate to provide training and retraining for disadvantaged youth and adults, develop new programs for skilled technicians, and enrich the curriculum for the academically gifted. The rapid expansion of occupations requiring high levels of training and skill with a parallel decrease in the need for many categories of unskilled and semiskilled workers has raised serious policy issues for education. Two of the more critical of these issues are:

> How to maintain a proper balance between "general" and "vocational" education,
>
> How to recruit and retain able teachers in all subject areas.

The Bureau of Social Science Research, supported in part by funds from the U. S. Office of Education, is conducting a nationwide survey to collect presently unavailable information about curriculum emphases and the characteristics and opinions of practicing educators that is necessary for intelligent educational planning.

## II. SAMPLE

The sample was designed to preserve as far as possible various patterns of continuity between public secondary and postsecondary education.

Secondary sample.--The basic sample consists of approximately 180 public school districts, stratified by secondary enrollment size, drawn at random from the latest (fall, 1965) Directory of Public School Systems issued by the U. S. Office of Education. Only those districts whose estimated secondary enrollments were 600 pupils or more were included in the study population. At least one comprehensive high school was chosen at random from each of the 180 districts. In addition, a vocational or technical high school was selected in each of the 50 sample districts that operate such specialized facilities.

Postsecondary sample.--For each school district at least one public postsecondary two-year institution providing occupational training (area vocational center, technical institute, junior or community college) was identified according to one of the following criteria:

1. Designation by the state education agency as the postsecondary institution serving the geographical area in which the sample school district is located, or

2. Within "reasonable commuting distance" of secondary schools within the district.

Approximately 90 of these institutions were selected to represent the range of postsecondary programs available.

## III. RESEARCH APPROACH

The principal data-gathering instrument is the mail questionnaire, supplemented by readily available descriptive material from each sample institution.

Investigation at several levels is required to provide the range of experience necessary for sound educational planning. Information concerning curriculum offerings and plans, facilities, and enrollments will be obtained from appropriate administrative sources. Information about current assignments, educational and occupational backgrounds and career decisions will be obtained from the teacher and counselor. All three groups of respondents will be asked for their opinions about the proper balance between "general" and "vocational" education at each educational level.

Knowledge about the backgrounds of practicing teachers can point up the strengths and weaknesses of present teacher-training programs. Information about characteristic ways in which teachers make their career choices can help in designing effective recruitment procedures for the future. Appreciation of the classroom educator's point of view is essential for the policy maker trying to introduce new programs.

## IV. REPORTS

The study is scheduled for completion in February, 1968. Final reports, which will be available to all who are interested, will include:

A description of current programs and plans in each type of institution surveyed,

Appropriate comparisons of career patterns and educational philosophy among the various classes of respondents, and

Such recommendations for policy and planning as the findings may warrant.

Eleanor P. Godfrey
Principal Investigator

BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
Washington, D. C. 20036

# CAREER PATTERNS AND CURRICULUM EMPHASES IN PUBLIC EDUCATION

## Faculty Questionnaire

Please return this questionnaire at your earliest convenience. It should take about 30 minutes to complete. To seal: follow instructions under flap of back cover.

*All information is confidential. No individual or school will be identified in any report about this study.* We ask for your name only so that we can note your response and exclude you from follow-up mailings.

Unless otherwise instructed, answer each question by circling the number or letter to the right of the answer you choose. If some of our categories do not quite fit your situation, please mark the most appropriate response and add any necessary comments.

## ▪ CURRENT OCCUPATIONAL INFORMATION ▪

Your name (please print)______________________________

Name of institution where employed______________________________

Institutional address______________________________

1. *Including this year,* how many years have you been employed by this institution?

   Number of years employed _______

2. Please circle the number to the right of the most appropriate description of your *major* job at this institution this semester (Spring 1966-67).

| | |
|---|---|
| Full-time teacher | 1 |
| Part-time teacher | 2 |
| Part-time teacher and part-time counselor | 3 |
| Part-time teacher and part-time administrator | 4 |
| Other (specify: ____________________) | 0 |

3. What is your major departmental affiliation (e.g.: English, Home Economics, etc.)?

   Department ____________________

4. How many class hours, or periods, do you spend each week in actual student instruction (e.g.: 30 hours for five six-period days; 12 hours for four three-hour courses)?

   Number of hours per week _______

5. Please provide the information indicated below about your *current* teaching assignment. If you teach more than one course, give your major assignment first. Include lecture, shop, laboratory, and tutorial instruction.

| SUBJECT(S) TAUGHT | GRADE LEVEL(S) | AVERAGE CLASS SIZE | TIME OF COURSE |  |  | TOTAL YEARS TAUGHT SUBJECT ANY SCHOOL |
|---|---|---|---|---|---|---|
|  |  |  | DAY | EVENING | BOTH |  |
| ____________ | ______ | _____ | 1 | 2 | 3 | ______ |
| ____________ | ______ | _____ | 1 | 2 | 3 | ______ |
| ____________ | ______ | _____ | 1 | 2 | 3 | ______ |

6. Indicate the administrative, counseling, or other nonteaching duties you may have by circling ***all that apply.*** Circle the X if you have no nonteaching assignment.

Department head ........................ 1
Academic counselor ..................... 2
Vocational counselor ................... 3
Librarian, audiovisual coordinator ......... 4
Athletic coach ......................... 5
Vocational coordinator .................. 6
Student activity sponsor (Spanish club, choir director, class advisor, etc.) ........ 7
Faculty committee (e.g.: curriculum) ...... 8
Student supervision (study hall, bus duty, homeroom, etc.) .................. 9
Other (specify: ____________________) .. 0
No nonteaching assignment ............. X

MP

7. Is certification required for your teaching position?

Yes .............. 1    No ................ 2

8. Please (1) circle the number(s) for the type of teaching certification you hold, (2) list the year(s) of certification, and (3) give the state(s) of origin. Please answer for ***all that apply.***

| TYPE OF CERTIFICATION |  | YEAR | STATE OF ORIGIN |
|---|---|---|---|
| Provisional, emergency ................. | 1 | ________ | ____________ |
| Standard ............................... | 2 | ________ | ____________ |
| Permanent, life ........................ | 3 | ________ | ____________ |
| Vocational ............................. | 4 | ________ | ____________ |
| Collegiate, professional ................ | 5 | ________ | ____________ |
| Other (specify: ________________) .. | 0 | ________ | ____________ |
| Hold no teaching certificate ............. | X |  |  |

MP

9. What grade levels are you authorized to teach? Please circle ***all that apply.***

Elementary ........................... 1
Secondary ............................ 2
Post-secondary ........................ 3
No teaching certificate ................. X

10. Are you certified to teach in any subject area(s) in which you are not currently teaching?

Yes ............. 1    No............. 2    No teaching certificate .................. X

10a. IF YES: Please list the subject area(s):

______________________________

______________________________

______________________________

11. Do you hold membership in any *national* professional educational organizations? Please circle the numbers for *all that apply*. Circle the X if you belong to none.

| | |
|---|---|
| National Education Association<br>(State or County Education Association) | 1 |
| American Federation of Teachers | 2 |
| American Vocational Association<br>(or any of its member or affiliate organizations) | 3 |
| Professional society in my major subject field<br>(specify: ______________________________) | 4 |
| National educational honorary; e.g.: Phi Delta Kappa<br>(specify: ______________________________) | 5 |
| National scholastic honorary; e.g.: Phi Beta Kappa<br>(specify: ______________________________) | 6 |
| American Personnel and Guidance Association | 7 |
| American Association of Junior Colleges | 8 |
| American Association of University Professors | 9 |
| Other (specify: ______________________________) | 0 |
| None | X |

MP

12. Are you a member of any union (e.g.: Printers Union, American Federation of Musicians)?

Yes ............... 1    No ................. 2

12a. IF YES: Which one(s)?

______________________________

13. Other than your teaching certificate, do you hold any state or city license(s) for your trade or profession (e.g.: C.P.A., cosmetologist, surveyor)?

Yes ................ 1    No ................. 2

13a. IF YES: Which one(s)?

______________________________

14. Are you *currently* employed either full-time or part-time (less than 30 hours a week) in a job outside your educational institution?

Yes, employed full-time .................. 1
Yes, employed part-time ................. 2
Have no outside job ..................... 3

14a. IF YES: In what occupation?

____________________________________

15. If you are married, is your spouse currently employed?

Yes ............... 1
No ................ 2
Not married .... 3

15a. IF YES: In what occupation?

____________________________________

16. Indicate the approximate length of your regular teaching year. (Exclude summer school teaching if it is not a part of your standard contract.)

Nine months ............................ 1
Nine and one-half months ................ 2
Ten months ............................ 3
Ten and one-half months ................. 4
Eleven months ......................... 5
Eleven and one-half months .............. 6
Twelve months ......................... 7
Other (specify:________________________) .. 0

17. What percentage of your total family income in 1966 came from *your regular teaching salary?* (Exclude summer teaching if not in your contract, spouse's income, income from other outside employment, fees, etc.) Please circle the *closest approximate percent.*

10% 20% 25% 30% 40% 50% 60% 70% 75% 80% 90% 100%

18. Age at nearest birthday:

20 and below ........................... 0
21-25 .................................. 1
26-30 .................................. 2
31-35 .................................. 3
36-40 .................................. 4
41-45 .................................. 5
46-50 .................................. 6
51-55 .................................. 7
56-60 .................................. 8
61-65 .................................. 9
66 and over ............................ X

19. Sex:

Male .................................. 1
Female ................................ 2

## ▪ EDUCATIONAL AND OCCUPATIONAL BACKGROUND ▪

20. In what calendar year did you *begin* your *first* teaching position? 19________

21. *Counting this year,* how many years have you taught in all? Total years ________

22. *Prior to your present position,* have you ever worked professionally in any type of educational institution?

Yes ............... 1 No ............... 2

22a. IF YES: Please answer for *all that apply* by indicating (1) total number of years of experience, (2) approximate calendar year(s) of employment, and (3) your major responsibility (e.g.: teacher, counselor, principal).

| TYPE OF SCHOOL | | YEARS OF EXPERIENCE | CALENDAR YEAR(S) | MAJOR RESPONSIBILITY |
|---|---|---|---|---|
| Elementary school | 1 | | | |
| Junior high school | 2 | | | |
| Comprehensive high school | 3 | | | |
| Vocational, technical high school | 4 | | | |
| Technical institute, area center | 5 | | | |
| Junior, community college | 6 | | | |
| Four year college, university | 7 | | | |
| Other educational institution (specify: ____________) | 0 | | | |

MP

23. Please list (1) the major field, (2) year received, and (3) granting institution for each of the following diplomas or degrees you may hold. For high school indicate whether you took a college preparatory, vocational, commercial, or general curriculum. For all other degrees, give your subject specialty. *If you are currently working on a degree, please circle the 1 in the appropriate row.*

| TYPE OF DEGREE | | MAJOR FIELD | YEAR | INSTITUTION | STATE | WORKING ON NOW |
|---|---|---|---|---|---|---|
| High school diploma | 1 | | | | | 1 |
| Certificate of apprenticeship | 2 | | | | | 1 |
| Certificate of proficiency | 3 | | | | | 1 |
| A.A., A.A.S., A.S. | 4 | | | | | 1 |
| B.A., B.S., B.Ed. | 5 | | | | | 1 |
| M.A., M.S., M.Ed. | 6 | | | | | 1 |
| Ph.D., Ed.D. | 7 | | | | | 1 |

MP

24. During the last FIVE years have you taken any *nondegree* courses, workshops, institutes, related technical training in business or industry, etc? (Include training for which you personally paid a fee as well as that for which you received a fellowship or grant.)

Yes .............. 1 No ............... 2

24a. IF YES: Please (1) circle the number for the type of organization that offered the training, (2) give the major subject covered and calendar year taken, and (3) indicate how useful this additional training has been *for your present assignment.* Please answer for *all that apply.*

| OFFERING AGENCY | | MAJOR SUBJECT | CALENDAR YEAR | VERY USEFUL | QUITE USEFUL | OF LITTLE USE |
|---|---|---|---|---|---|---|
| College or university ................ | 1 | __________ | ______ | 1 | 2 | 3 |
| National Science Foundation .......... | 2 | __________ | ______ | 1 | 2 | 3 |
| Foundations (e.g.: Carnegie, Ford) .... | 3 | __________ | ______ | 1 | 2 | 3 |
| Business, technical school ............ | 4 | __________ | ______ | 1 | 2 | 3 |
| Private business (e.g.: IBM, Inland Steel, General Motors) .......... | 5 | __________ | ______ | 1 | 2 | 3 |
| Trade or industrial union .............. | 6 | __________ | ______ | 1 | 2 | 3 |
| State education agency ............... | 7 | __________ | ______ | 1 | 2 | 3 |
| U.S. Government agency (specify: ________________) .. | 8 | __________ | ______ | 1 | 2 | 3 |
| Other (specify: ________________) .. | 0 | __________ | ______ | 1 | 2 | 3 |

MP______

MP

25. Have you ever served in any branch of the military?

Yes ............... 1 No................ 2

25a. IF YES: How many years did you serve and what was your area of specialization?

Years served _____ Specialization ________________________

26. Have you ever served as an apprentice or worked as a journeyman?

Yes ............... 1 No................ 2

26a. IF YES: How many years did you serve and what was your trade or craft?

Years served _____ Trade or craft ________________________

27. Have you ever been employed, either full-time or part-time, in any occupational area other than education?

Yes .............. 1 No ................. 2

27a. IF YES: Please indicate for each occupational area listed below (1) total years of employment, (2) approximate calendar years of employment, and (3) whether the work was full-time, part-time, or both.

| OCCUPATIONAL AREA | | TOTAL YEARS EMPLOYED | CALENDAR YEAR(S) | FULL-TIME | PART-TIME | BOTH |
|---|---|---|---|---|---|---|
| Business, office work | 1 | ______ | __________ | 1 | 2 | 3 |
| Sales, merchandising | 2 | ______ | __________ | 1 | 2 | 3 |
| Construction work | 3 | ______ | __________ | 1 | 2 | 3 |
| Skilled trades | 4 | ______ | __________ | 1 | 2 | 3 |
| Transportation | 5 | ______ | __________ | 1 | 2 | 3 |
| Police, fire | 6 | ______ | __________ | 1 | 2 | 3 |
| Farming, agricultural services | 7 | ______ | __________ | 1 | 2 | 3 |
| Child, home services | 8 | ______ | __________ | 1 | 2 | 3 |
| Youth, community services | 9 | ______ | __________ | 1 | 2 | 3 |
| Food services | 11 | ______ | __________ | 1 | 2 | 3 |
| Health services | 12 | ______ | __________ | 1 | 2 | 3 |
| Graphic arts | 13 | ______ | __________ | 1 | 2 | 3 |
| Engineering | 14 | ______ | __________ | 1 | 2 | 3 |
| Other (specify: ____________________) | 19 | ______ | __________ | 1 | 2 | 3 |

MP __________

MP __________

28. What was your principal occupation *immediately* before you took your present job?

Undergraduate student .................... 1

Graduate student .......................... 2

Housewife ................................. 3

Military service .......................... 4

Staff member in ______________________ 5
(type of school)

Employed in private business as
______________________________ 6
(occupation)

Employed in government as
______________________________ 7
(occupation)

Self-employed as
______________________________ 8
(occupation)

Other (specify:
______________________________) 0

29. In what type of community were you living when you graduated from high school?

| | | | |
|---|---|---|---|
| Metropolis | 1 | Small town | 5 |
| Metropolitan suburb | 2 | Rural nonfarm | 6 |
| Large city | 3 | Farm | 7 |
| Small city | 4 | Other (specify: ____________________) | 0 |

30. What is (or was) your father's major occupation? If he worked in more than one type of job, please circle the number corresponding to the occupation in which he spent the most time.

| | |
|---|---|
| Skilled worker | 1 |
| Semi-skilled or unskilled worker, farm laborer | 2 |
| Farm proprietor or manager | 3 |
| Nonfarm proprietor, supervisor, manager | 4 |
| Professional | 5 |
| Service worker | 6 |
| Salesman | 7 |
| Clerical worker | 8 |
| Career military service | 9 |
| Other (specify: ________________________________________) | 0 |

31. Does (or did) either your father or mother teach or work professionally in education at any time? *Please answer for both parents.*

| | | | | |
|---|---|---|---|---|
| Father: | Yes | 1 | No | 2 |
| Mother: | Yes | 1 | No | 2 |

32. Do (or did) any of the following other members of your family teach or work professionally in education at any time? *Please circle one answer for each group.*

| | | | | | | |
|---|---|---|---|---|---|---|
| Husband or wife: | Yes | 1 | No | 2 | Not married | 3 |
| Brother: | Yes | 1 | No | 2 | No brother(s) | 3 |
| Sister: | Yes | 1 | No | 2 | No sister(s) | 3 |
| Son: | Yes | 1 | No | 2 | Too young | 3 |
| | | | | | No son(s) | 4 |
| Daughter: | Yes | 1 | No | 2 | Too young | 3 |
| | | | | | No daughter(s) | 4 |

## ▪ CAREER DECISIONS ▪

33. If you were to begin your professional career again, would you choose the field of education?

Yes .................... 1   No .................... 2   Undecided .................. 3

33a. IF NOT EDUCATION: What occupation would you prefer?

______________________________

34. At what point or for what reason did you first seriously consider teaching as a profession? Please circle the number of the response which most closely corresponds with your own decision point.

While working with young people in youth groups or community activities .................... 1
When I graduated from high school I planned to be a teacher .................... 2
After a particularly interesting course in college .................... 3
After experience in another occupation which proved disappointing .................... 4
Encouragement and inspiration of an older person .................... 5
Got into teaching accidentally or by chance .................... 6
Because I learned to like teaching in the military service .................... 7
Retirement allowed or necessitated the choice of another profession .................... 8
When family was old enough so I could pursue a career .................... 9
Other (specify: ______________________________ ) .. 0
Do not plan to make teaching my profession .................... X

35. Below is a list of reported advantages of teaching as a profession (aside from the challenge of working and associating with youth). Please circle the THREE most desirable advantages of teaching for you.

Relative flexibility and freedom in time scheduling .................... 1
Social and economic security which the position affords .................... 2
Position is one of responsibility and respect .................... 3
Opportunity for following personal studies and pursuits during the summer vacation .................... 4
Teaching necessitates keeping up to date in one's field .................... 5
Intellectual stimulation from students and colleagues .................... 6
Teaching allows one to combine a family with a career .................... 7
Other (specify: ______________________________ ) .. 0
No particular advantages .................... X

35a. Please *rank* the advantages you circled above in order of importance. Enter the numbers corresponding to your first, second, and third choices below.

1st choice __________ 2nd choice __________ 3rd choice __________

36. Below is a list of reported drawbacks to teaching as a profession (aside from the generally low salaries in the field). Please circle the THREE least desirable aspects of teaching for you.

| | |
|---|---|
| A teacher is expected to spend an undue amount of time in community, social, and extracurricular activities | 1 |
| Poor physical conditions in which to work | 2 |
| Educational personnel are held unjustly responsible for community and family shortcomings in child rearing | 3 |
| Unappreciative and unmotivated students | 4 |
| Poor administration and excessive red tape | 5 |
| Heavy teaching loads | 6 |
| Burden of excessive clerical and administrative work | 7 |
| Not enough time during regular school hours to do adequate background preparation or keep up to date | 8 |
| Other (specify: ____________________) | 0 |
| No particular drawbacks | X |

36a. Please *rank* the three drawbacks you circled above in order of importance. Enter the numbers corresponding to your first, second, and third choices below.

1st choice__________ 2nd choice__________ 3rd choice__________

37. In general, how much influence do you have in decisions affecting the curriculum, students, and teaching methods in your courses? Please indicate the degree of influence you have in each of the areas listed below by circling *one answer for each area.*

| DECISION AREAS | MY DECISION SOLELY | CONSIDERABLE INFLUENCE | SOME INFLUENCE | NO INFLUENCE |
|---|---|---|---|---|
| Course content | 1 | 2 | 3 | 4 |
| Course prerequisites | 1 | 2 | 3 | 4 |
| Selection of text books | 1 | 2 | 3 | 4 |
| Selection of audiovisual materials | 1 | 2 | 3 | 4 |
| Control of class size | 1 | 2 | 3 | 4 |
| Recruitment of students for course | 1 | 2 | 3 | 4 |
| Rejection of unqualified students | 1 | 2 | 3 | 4 |
| Adoption of new teaching methods | 1 | 2 | 3 | 4 |
| Dismissal of students who are disciplinary problems | 1 | 2 | 3 | 4 |
| Job placement recommendations | 1 | 2 | 3 | 4 |
| College placement recommendations | 1 | 2 | 3 | 4 |
| Authority to fail student | 1 | 2 | 3 | 4 |

38. Assume that you have the ability to teach successfully in any subject area at any level. If you were asked to teach a course *outside of your present field,* what subject would you like to teach and at what grade level?

Subject ______________________ Grade level ____________

38a. Assume the same competence as above, what subject and grade level would you *least* like to teach?

Subject ______________________ Grade level ____________

39. What are your plans for the summer of 1967? If more than one, please circle the one you expect to be your *major* activity.

Teach .................................. 1
Develop course plans .................... 2
Attend summer school .................... 3
Work full-time at my nonteaching job ....... 4
Take a summer job related to my teaching field .......................... 5
Take a summer job unrelated to my teaching field .......................... 6
Research, write .......................... 7
Travel .................................. 8
Rest, marriage, be with family ............ 9
Other (specify: ______________________) .. 0
Undecided .............................. X

40. Do you expect that your *major* occupation will be in the field of education five years from now?

Yes ......... 1 No ........... 2 Undecided .......... 3

40a. IF YES: Please circle *both* the area of education and the type of school you expect to be in.

AREA OF EDUCATION

Teaching .............................. 1
Counseling ............................ 2
Administration ........................ 3
Other (specify: ______________________) .. 0

TYPE OF SCHOOL

High school ........................... 1
Vocational, technical center .............. 2
Junior, community college ................ 3
College, university ..................... 4
Other (specify: ______________________) .. 0

40b. IF NO: What are your plans?

PLANS

Marriage, raising a family ................ 1
Work in private business as ______________________ (occupation) 2
Work in government as ______________________ (occupation) 3
Self-employed as ______________________ (occupation) .. 4
Retirement ............................. 5
Other (specify: ______________________) .. 0
Undecided .............................. 9

## ▪ CURRICULUM EMPHASES ▪

41. The following is a "typical" high school college preparatory program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

| 16 UNIT COLLEGE PREPARATORY PROGRAM | TOO LITTLE | TOO MUCH | ABOUT RIGHT |
|---|---|---|---|
| English – *4 units* | 1 | 2 | 3 |
| Mathematics – *2 units* | 1 | 2 | 3 |
| Physical and natural sciences – *2 units* | 1 | 2 | 3 |
| Social studies – *3 units* | 1 | 2 | 3 |
| Foreign languages – *2 units* | 1 | 2 | 3 |
| Vocational skills – *0 units* | 1 |  | 3 |
| Electives – *3 units* | 1 | 2 | 3 |

42. The following is a "typical" high school vocational or technical program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

| 16 UNIT VOCATIONAL PROGRAM | TOO LITTLE | TOO MUCH | ABOUT RIGHT |
|---|---|---|---|
| English – *3 units* | 1 | 2 | 3 |
| Mathematics – *1 unit* | 1 | 2 | 3 |
| Physical and natural sciences – *1 unit* | 1 | 2 | 3 |
| Social studies – *2 units* | 1 | 2 | 3 |
| Foreign languages – *0 units* | 1 |  | 3 |
| Shop, laboratory, job experience – *7 units* | 1 | 2 | 3 |
| Electives – *2 units* | 1 | 2 | 3 |

43. The following is a "typical" post secondary one year certificate program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

| 32 UNIT CERTIFICATE PROGRAM | TOO LITTLE | TOO MUCH | ABOUT RIGHT |
|---|---|---|---|
| English – *3 units* | 1 | 2 | 3 |
| Mathematics – *3 units* | 1 | 2 | 3 |
| Social sciences – *3 units* | 1 | 2 | 3 |
| Theory-related courses in major field – *6 units* | 1 | 2 | 3 |
| Shop, laboratory, job experience – *17 units* | 1 | 2 | 3 |

44. The following is a "typical" post secondary two year technical program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? ***Please circle one answer for each subject area.***

| 60 UNIT TECHNICAL PROGRAM | TOO LITTLE | TOO MUCH | ABOUT RIGHT |
|---|---|---|---|
| English, speech, literature – *6 units* | 1 | 2 | 3 |
| Mathematics – *3 units* | 1 | 2 | 3 |
| Physical and natural sciences – *5 units* | 1 | 2 | 3 |
| Social sciences – *6 units* | 1 | 2 | 3 |
| Theory-related courses in major field – *12 units* | 1 | 2 | 3 |
| Shop, laboratory, job experience – *20 units* | 1 | 2 | 3 |
| Related electives – *8 units* | 1 | 2 | 3 |

45. The following is a "typical" junior college two year transfer (university parallel) program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? ***Please circle one answer for each subject area.***

| 60 UNIT TRANSFER PROGRAM | TOO LITTLE | TOO MUCH | ABOUT RIGHT |
|---|---|---|---|
| English, speech, literature – *12 units* | 1 | 2 | 3 |
| Mathematics – *3 units* | 1 | 2 | 3 |
| Physical and natural sciences – *9 units* | 1 | 2 | 3 |
| Social sciences – *12 units* | 1 | 2 | 3 |
| Humanities, fine arts – *3 units* | 1 | 2 | 3 |
| Foreign languages – *12 units* | 1 | 2 | 3 |
| Electives – *9 units* | 1 | 2 | 3 |

46. Are there any courses that you would like to see added to or dropped from the present occupational (vocational, technical) program or bachelor's degree-oriented (college preparatory, transfer, university parallel) program at your institution?

Yes .............. 1   No .............. 2

46a. IF YES: Please list the course(s) that you would add or drop from each type of program.

| | OCCUPATIONAL PROGRAM | BACHELOR'S-ORIENTED PROGRAM |
|---|---|---|
| ADD: | ______________________ | ______________________ |
| | ______________________ | ______________________ |
| | ______________________ | ______________________ |
| DROP: | ______________________ | ______________________ |
| | ______________________ | ______________________ |
| | ______________________ | ______________________ |

47. How would you rate the adequacy of each of the following services at your present institution? Please circle *one answer for each service.*

| | EXCELLENT | ABOVE AVERAGE | AVERAGE | BELOW AVERAGE | UNSATISFACTORY | NON EXISTENT | NO OPINION |
|---|---|---|---|---|---|---|---|
| Vocational counseling | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Academic counseling | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Vocational placement | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Academic placement | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Breadth of vocational courses | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Breadth of academic courses | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Followup studies of vocational graduates | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Followup studies of academic graduates | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Followup studies of dropouts | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Suitability of vocational courses for local job market | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Suitability of vocational courses for further vocational training | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Suitability of academic courses for a state college | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Suitability of academic courses for a major university | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Board of education support for innovations in vocational programs | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Board of education support for innovations in academic programs | 1 | 2 | 2 | 4 | 5 | 6 | 7 |

## ▪ EDUCATIONAL ISSUES ▪

The last group of questions concern a number of important issues currently being debated by educators (and the general public). Because the issues are controversial, we have summarized two or three major positions on each and are asking you to choose the statement which compares most closely with your own thinking. *Please circle one number for each statement* and *add any comments you desire.*

48. The best way to train for jobs requiring less than a bachelor's degree is to:

Emphasize general education through grade 12, reserving occupational training for grades 13 and later .................................................... 1

Give high school students the opportunity to explore various occupations, but let industry provide specialized skill training "on the job" ........................... 2

Provide intensive occupational training in the high school ............................... 3

49. The rapid increase in the number of two-year colleges raises serious questions about the functions these institutions should serve.

A two-year college can not have both a high quality academic program and a high quality occupational program. Each institution should specialize – – either in lower division college work or vocational and technical training .................. 1

Although one institution can provide both an academic and an occupational program, it is poor educational policy to teach both types of students in the same classes .................. 2

A two-year college has the obligation to provide all students with the same general education courses. Taking classes together is beneficial to those in both occupational and bachelor's-oriented programs .................. 3

50. More intensive vocational training and guidance in the junior high school would:

Enable students to become acquainted with the world of work earlier and therefore make more realistic educational and occupational choices .................. 1

Encourage students to make up their minds too early and restrict their future educational and occupational careers .................. 2

Be impractical – junior high school students are not mature enough to profit from such experiences .................. 3

51. Vocational training requiring expensive equipment and facilities can best be provided for high school students by:

Establishing an area center to serve a number of feeder schools; vocational students would take all of their schooling in the area center .................. 1

Exchanging students among comprehensive high schools in the area, each of which specializes in a different kind of vocational training .................. 2

Keeping the student in his "home" school for general education courses, and providing shop and laboratory training in a community or junior college or a vocational-technical center for both secondary and postsecondary students .................. 3

52. The charge that students with a vocational major in high school cannot "make it" in college:

Is more apparent than real because students in both college preparatory and vocational programs take the same basic prerequisite courses .................. 1

Is a serious one because the "academic" subjects taught vocational students do not meet standards for college entrance .................. 2

Is true, but beside the point, because most vocational graduates do not have the ability to handle college work .................. 3

53. Providing more part-time student employment through work experience programs, such as the Neighborhood Youth Corps will:

Keep more young people in school. It is the opportunity to hold a job and earn money that is important .................................... 1

Cheat the student in the long run. Without supervised skill training and related course work, he will be trapped in a low level job .................................... 2

54. Critical evaluation of current occupational programs suggests that they:

Are suited to the abilities of the enrollees and train people for jobs that exist .............. 1

Are based on an out-of-date philosophy and serve neither the student nor the community well .................................... 2

Do a good job with the average student but neglect both the slow and the sophisticated learner .................................... 3

55. Introduction of more rigid entrance requirements for occupational programs would:

Raise the prestige of the field. Occupational programs have too often been the "dumping ground" for academic failures .................................... 1

Exclude the very students these programs should serve and still not attract the high ability student because of the general public emphasis on the importance of a bachelor's degree .................................... 2

56. A careful examination of both occupational and bachelor's-oriented programs points out:

That it is unrealistic to expect a high school student to be proficient in both areas. There is too much to learn in each curriculum .................................... 1

That many traditional requirements in both curriculums are unnecessary. A student should be able to obtain both a sound general education and acquire a saleable skill before he graduates from high school .................................... 2

◆ ◆ ◆ ◆ ◆ ◆

Thank you for completing the questionnaire. We would be glad to have any additional comments you wish to make about curriculum emphases in the public schools – or about this survey.

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**BUREAU OF SOCIAL SCIENCE RESEARCH, INC.**
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**WASHINGTON, D.C. 20036**

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an assessment of the use of audiovisual media in the public schools 1961-66.

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1. **Close booklet so that the cover page and gummed edge of back flap are visible.**
2. **Moisten gummed edge of flap, and fold, sealing edge to cover.**
3. **Business reply panel will now be visible, and questionnaire may be mailed flat.**

# A STUDY OF CAREER PATTERNS AND CURRICULUM EMPHASES IN PUBLIC EDUCATION

CONDUCTED BY:

**The Bureau of Social Science Research, Inc.**
**1200 Seventeenth Street, N. W.**
**Washington, D. C. 20036**

## *COUNSELOR QUESTIONNAIRE*

BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
1200 SEVENTEENTH STREET, N.W., WASHINGTON, D. C. 20036
TELEPHONE 223-4300

ROBERT T. BOWER
DIRECTOR
IVOR WAYNE
ASSISTANT DIRECTOR

TRUSTEES
W. PHILLIPS DAVISON
ROBERT T. BOWER
ELLSWORTH BUNKER
GEORGE GALLUP
PAUL F. LAZARSFELD
FRANK LORIMER
HERBERT J. MILLER, JR.
PAUL A. SMITH

Dear Counselor:

Where, how, and when to teach essential academic and vocational skills are critical concerns to all of us in education. So, too, is the perennial problem of recruiting and retaining able guidance personnel. Although the practicing counselor sees at first hand both the positive and negative results of present educational practice, broadly based and up-to-date information about his experiences and opinions is presently unavailable.

Therefore we are inviting you to participate in a nationwide study of career patterns and curriculum emphases in public secondary and post-secondary education, supported in part by funds from the U.S. Office of Education. The final report of the study, which will be available to all who are interested, will contain conclusions and recommendations based on your responses and those of your colleagues from all parts of the country.

All replies will remain absolutely confidential. No institution or individual will be identified or associated with the findings or recommendations in any way. All information will be presented in summary form by type of school and subject specialty. We ask for your name only so that we may acknowledge receipt of your questionnaire.

The small sample of some 300 institutions has been carefully selected to include comprehensive and vocational high schools, area vocational centers, technical institutes, and junior and community colleges. The accuracy of the findings depends upon the cooperation of everyone who has been invited to participate. Your replies will not only be your voice in the discussion, but will represent other professionals of like opinion in similar educational institutions.

We are well aware that educators are frequently asked to participate in surveys and that the task sometimes seems burdensome. However, we are convinced that intelligent educational planning requires information that can only be supplied by the practicing professional. We welcome your questions and comments about the study and hope that the report and recommendations will be as valuable to you as your cooperation is to us.

Thank you for your help,

Eleanor P. Godfrey

Eleanor P. Godfrey
Study Director

EPG/jd

BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
Washington, D.C. 20036

# CAREER PATTERNS AND CURRICULUM EMPHASES IN PUBLIC EDUCATION

## Counselor Questionnaire

> **Please return this questionnaire at your earliest convenience. It should take about 30 minutes to complete. To seal: follow instructions under flap of back cover.**
>
> ***All information is confidential. No individual or school will be identified in any report about this study.*** **We ask for your name only so that we can note your response and exclude you from follow-up mailings.**
>
> **Unless otherwise instructed, answer each question by circling the number or letter to the right of the answer you choose. If some of our categories do not quite fit your situation, please mark the most appropriate response and add any necessary comments.**

## ▪ CURRENT OCCUPATIONAL INFORMATION ▪

Your name (please print) ______________________________

Name of institution where employed ______________________________

Institutional address ______________________________

1. *Including this year,* how many years have you been employed by this institution?

   Number of years employed __________

2. Please circle the number to the right of the most appropriate description of your *major* job at this institution this semester (Spring 1966-67).

   Full-time counselor .................................... 1
   Part-time counselor .................................... 2
   Part-time counselor and part-time teacher .................... 3
   Part-time counselor and part-time administrator ................ 4
   Full-time teacher and part-time counselor .................... 5
   Other (specify: ______________________________ ) .. 6

3. Is certification required for your *counseling* position?

   Yes ................ 1 No ................ 2

   3a. IF YES: Please give the type of certificate, and the year and state of origin:

   ____________________ (type of certificate) __________ (year) ____________ (state)

4. How many hours per week do you spend in counseling duties?

   Number of hours per week __________

5. Please estimate the approximate percent of your counseling time per week that you spend in *each* of the following. The descriptions are intended to cover general areas of work, not specific tasks. If you spend no time in a given area, put a 0 in the appropriate space.

| | | |
|---|---|---|
| Helping students plan course work .................................. | 1 | ________ % |
| Helping students make occupational plans .................................. | 2 | ________ % |
| Advising on college entrance requirements .................................. | 3 | ________ % |
| Advising on requirements for vocational-technical training .................. | 4 | ________ % |
| Talking with parents about student problems .................................. | 5 | ________ % |
| Talking to teachers and administrators about student problems .............. | 6 | ________ % |
| Administering and interpreting interest and aptitude tests .................. | 7 | ________ % |
| Administrative and clerical duties (e.g.: meetings, "trouble shooting", filling out forms ) .................................. | 8 | ________ % |
| Counseling on emotional-personal problems .................................. | 9 | ________ % |
| Dealing with disciplinary problems .................................. | X | ________ % |
| Other (specify: ________________________________) .. | 0 | ________ % |

5a. Of the above counseling services, which do you think are the most important areas in which a school counselor can help his counselees? Please *rank* the THREE you consider most important. Enter the numbers corresponding to your first, second, and third choices below.

1st choice __________ 2nd choice __________ 3rd choice ____________

6. Would you like to see any changes in the counseling philosophy or methods used in your school?

Yes .............. 1 No ................ 2

6a. IF YES: Please circle the THREE changes you would like to make:

| | |
|---|---|
| Increase attention given to college oriented students .......................... | 1 |
| Increase attention given to non-college oriented students ..................... | 2 |
| Add additional clerical assistance to maintain student records ................ | 3 |
| Expand files on occupational information .................................. | 4 |
| More time for individual counseling .................................. | 5 |
| Increase emphasis on occupational counseling .............................. | 6 |
| Add or increase group counseling .................................. | 7 |
| Other (specify: ________________________________) .. | 0 |

MP

7. Do you do any teaching this semester in addition to your duties as a counselor?

Yes ............... 1 No ............... 2

7a. IF YES: Please provide the information indicated below about your *current* teaching assignment. If you teach more than one course, give your major assignment first. Include lecture, shop, laboratory, and tutorial instruction.

| SUBJECT(S) TAUGHT | GRADE LEVEL(S) | AVERAGE CLASS SIZE | TIME OF COURSE DAY | TIME OF COURSE EVENING | TIME OF COURSE BOTH | TOTAL YEARS TAUGHT SUBJECT ANY SCHOOL |
|---|---|---|---|---|---|---|
| ____________ | ______ | ______ | 1 | 2 | 3 | ______ |
| ____________ | ______ | ______ | 1 | 2 | 3 | ______ |

7b. IF NO: Please indicate the subject(s) and grade level(s) you have taught in the past.

| SUBJECT(S) TAUGHT | GRADE LEVEL(S) | TOTAL YEARS TAUGHT |
|---|---|---|
| ____________ | ______ | ______ |
| ____________ | ______ | ______ |
| ____________ | ______ | ______ |

8. Indicate the administrative duties you may have in addition to your counseling duties by circling *all that apply*. Circle the X if you have no administrative assignment.

Director of guidance ..................... 1

Vocational coordinator ................... 2

Dean of men or women ................... 3

Job placement officer .................... 4

Student activity sponsor (e.g.: class advisor) .......................... 5

Faculty committee (e.g.: curriculum) ...... 6

Study hall, bus duty, homeroom, etc. ....... 7

Other (specify: ____________________) .. 0

No administrative assignment ............ X MP

9. Do you hold membership in any of the following national professional educational organizations? Please circle the numbers for *all that apply*. Circle the X if you belong to none.

National Education Association (State or County Education Association) .................. 1

American Federation of Teachers .................................................. 2

American Vocational Association (or any of its member organizations) ..................... 3

Professional society in my major subject field ..................................... 4

National educational honorary (e.g.: Phi Delta Kappa) ............................... 5

National scholastic honorary (e.g.: Phi Beta Kappa) ................................. 6

American Personnel and Guidance Association ....................................... 7

American Association of Junior Colleges ........................................... 8

American Association of University Professors ..................................... 9

Other (specify: ______________________________________________________) .. 0

None ........................................................................ X MP

10. Are you *currently* employed either full-time or part-time (less than 30 hours a week) in a job outside your educational institution?

| | | | |
|---|---|---|---|
| Yes, employed full-time | 1 | Have no outside job | 3 |
| Yes, employed part-time | 2 | | |

10a. IF YES: In what occupation?

______________________________

11. If you are married, is your spouse currently employed?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 1 | No | 2 | Not married | 3 |

11a. IF YES: In what occupation?

______________________________

12. Indicate the approximate length of your regular school year. (Exclude summer school teaching and counseling if it is not a part of your standard contract.)

| | | | |
|---|---|---|---|
| Nine months | 1 | Eleven months | 5 |
| Nine and one-half months | 2 | Eleven and one-half months | 6 |
| Ten months | 3 | Twelve months | 7 |
| Ten and one-half months | 4 | Other (specify: ______________________) | 0 |

13. What percentage of your total family income in 1966 came from *your regular school salary?* (Exclude summer counseling and teaching if not in your contract, spouse's income, income from other outside employment, fees, etc.) Please circle the *closest approximate percent.*

10% 20% 25% 30% 40% 50% 60% 70% 75% 80% 90% 100%

14. Age at nearest birthday:

| | | | |
|---|---|---|---|
| 20 and below | 0 | 46-50 | 6 |
| 21-25 | 1 | 51-55 | 7 |
| 26-30 | 2 | 56-60 | 8 |
| 31-35 | 3 | 61-65 | 9 |
| 36-40 | 4 | 66 and over | X |
| 41-45 | 5 | | |

15. Sex:

| | | | |
|---|---|---|---|
| Male | 1 | Female | 2 |

## ▪ EDUCATIONAL AND OCCUPATIONAL BACKGROUND ▪

16. *Including this year,* how many years of counseling experience have you had? ______________ (years)

17. *Including this year,* how many years have you been in education? ______________ (years)

18. *Prior to your present position,* have you ever worked professionally in any type of educational institution?

Yes ............... 1   No ............... 2

18a. IF YES: Please answer for *all that apply* by indicating (1) total number of years of experience, (2) approximate calendar year(s) of employment, and (3) your major responsibility (e.g.: teacher, counselor, principal).

| TYPE OF SCHOOL | | YEARS OF EXPERIENCE | CALENDAR YEAR(S) | MAJOR RESPONSIBILITY |
|---|---|---|---|---|
| Elementary school ........................ | 1 | | | |
| Junior high school ...................... | 2 | | | |
| Comprehensive high school ............... | 3 | | | |
| Vocational, technical high school ......... | 4 | | | |
| Technical institute, area center .......... | 5 | | | |
| Junior, community college ................ | 6 | | | |
| Four year college, university ............. | 7 | | | |
| Other educational institution<br>(specify: ______________________) .. | 0 | | | |

MP

19. Please list (1) the major field, (2) year received, and (3) granting institution for each of the following diplomas or degrees you may hold. For high school indicate whether you took a college preparatory, vocational, commercial, or general curriculum. For all other degrees, give your subject specialty. *If you are currently working on a degree, please circle the 1 in the appropriate row.*

| TYPE OF DEGREE | | MAJOR FIELD | YEAR | INSTITUTION | STATE | WORKING ON NOW |
|---|---|---|---|---|---|---|
| High school diploma ........ | 1 | | | | | 1 |
| Certificate of apprenticeship ............. | 2 | | | | | 1 |
| Certificate of proficiency ................ | 3 | | | | | 1 |
| A.A., A.A.S., A.S. .......... | 4 | | | | | 1 |
| B.A., B.S., B.Ed. ........... | 5 | | | | | 1 |
| M.A., M.S., M.Ed. ........... | 6 | | | | | 1 |
| Ph.D., Ed.D. ............... | 7 | | | | | 1 |

MP

20. During the last FIVE years have you taken any *nondegree* courses, workshops, institutes, related technical training in business or industry, etc? (Include training for which you personally paid a fee as well as that for which you received a fellowship or grant.)

Yes .............. 1 No .............. 2

20a. IF YES: Please (1) circle the number for the type of organization that offered the training, (2) give the major subject covered and calendar year taken, and (3) indicate how useful this additional training has been *for your present assignment.* Please answer for *all that apply.*

| OFFERING AGENCY | | MAJOR SUBJECT | CALENDAR YEAR | VERY USEFUL | QUITE USEFUL | OF LITTLE USE | |
|---|---|---|---|---|---|---|---|
| College or university ................ | 1 | ____________ | ______ | 1 | 2 | 3 | |
| National Science Foundation .......... | 2 | ____________ | ______ | 1 | 2 | 3 | |
| Foundations (e.g.: Carnegie, Ford) .... | 3 | ____________ | ______ | 1 | 2 | 3 | |
| Business, technical school ............ | 4 | ____________ | ______ | 1 | 2 | 3 | |
| Private business (e.g.: IBM, Inland Steel, General Motors) .......... | 5 | ____________ | ______ | 1 | 2 | 3 | |
| Trade or industrial union .............. | 6 | ____________ | ______ | 1 | 2 | 3 | |
| State education agency ............... | 7 | ____________ | ______ | 1 | 2 | 3 | |
| U.S. Government agency (specify: ______________________) .. | 8 | ____________ | ______ | 1 | 2 | 3 | MP______ |
| Other (specify: ______________________) .. | 0 | ____________ | ______ | 1 | 2 | 3 | MP |

21. Have you ever served in any branch of the military?

Yes .............. 1 No................ 2

21a. IF YES: How many years did you serve and what was your area of specialization?

Years served _____ Specialization ________________________

22. Have you ever served as an apprentice or worked as a journeyman?

Yes .............. 1 No................ 2

22a. IF YES: How many years did you serve and what was your trade or craft?

Years served _____ Trade or craft ________________________

23. Have you ever been employed, either full-time or part-time, in any occupational area other than education?

Yes .............. 1 No ................. 2

23a. IF YES: Please indicate for each occupational area listed below (1) total years of employment, (2) approximate calendar years of employment, and (3) whether the work was full-time, part-time, or both.

| OCCUPATIONAL AREA | | TOTAL YEARS EMPLOYED | CALENDAR YEAR(S) | FULL-TIME | PART-TIME | BOTH |
|---|---|---|---|---|---|---|
| Business, office work | 1 | ______ | ________ | 1 | 2 | 3 |
| Sales, merchandising | 2 | ______ | ________ | 1 | 2 | 3 |
| Construction work | 3 | ______ | ________ | 1 | 2 | 3 |
| Skilled trades | 4 | ______ | ________ | 1 | 2 | 3 |
| Transportation | 5 | ______ | ________ | 1 | 2 | 3 |
| Police, fire | 6 | ______ | ________ | 1 | 2 | 3 |
| Farming, agricultural services | 7 | ______ | ________ | 1 | 2 | 3 |
| Child, home services | 8 | ______ | ________ | 1 | 2 | 3 |
| Youth, community services | 9 | ______ | ________ | 1 | 2 | 3 |
| Food services | 11 | ______ | ________ | 1 | 2 | 3 |
| Health services | 12 | ______ | ________ | 1 | 2 | 3 |
| Graphic arts | 13 | ______ | ________ | 1 | 2 | 3 |
| Engineering | 14 | ______ | ________ | 1 | 2 | 3 |
| Other (specify: ________________________) | 19 | ______ | ________ | 1 | 2 | 3 |

MP ________

MP ________

24. What was your principal occupation *immediately* before you took your present job?

Undergraduate student .................. 1
Graduate student ........................ 2
Housewife ............................. 3
Military service .......................... 4
Staff member in ______________________ 5
(type of school)
Employed in private business as
______________________________ 6
(occupation)

Employed in government as
______________________________ 7
(occupation)
Self-employed as
______________________________ 8
(occupation)
Other (specify:
______________________________) 0

25. In what type of community were you living when you graduated from high school?

| | | | |
|---|---|---|---|
| Metropolis | 1 | Small town | 5 |
| Metropolitan suburb | 2 | Rural nonfarm | 6 |
| Large city | 3 | Farm | 7 |
| Small city | 4 | Other (specify:____________________) | 0 |

26. What is (or was) your father's major occupation? If he worked in more than one type of job, please circle the number corresponding to the occupation in which he spent the most time.

| | |
|---|---|
| Skilled worker | 1 |
| Semi-skilled or unskilled worker, farm laborer | 2 |
| Farm proprietor or manager | 3 |
| Nonfarm proprietor, supervisor, manager | 4 |
| Professional | 5 |
| Service worker | 6 |
| Salesman | 7 |
| Clerical worker | 8 |
| Career military service | 9 |
| Other (specify:____________________________________________) | 0 |

27. Does (or did) either your father or mother teach or work professionally in education at any time? *Please answer for both parents.*

| | | | | |
|---|---|---|---|---|
| Father: | Yes | 1 | No | 2 |
| Mother: | Yes | 1 | No | 2 |

28. Do (or did) any of the following other members of your family teach or work professionally in education at any time? *Please circle one answer for each group.*

| | | | | | | |
|---|---|---|---|---|---|---|
| Husband or wife: | Yes | 1 | No | 2 | Not married | 3 |
| Brother: | Yes | 1 | No | 2 | No brother(s) | 3 |
| Sister: | Yes | 1 | No | 2 | No sister(s) | 3 |
| Son: | Yes | 1 | No | 2 | Too young | 3 |
| | | | | | No son(s) | 4 |
| Daughter: | Yes | 1 | No | 2 | Too young | 3 |
| | | | | | No daughter(s) | 4 |

## ▪ CAREER DECISIONS ▪

29. At what point or for what reason did you seriously consider counseling as a profession? Please circle the number of the response which most closely corresponds with your own decision point.

| | |
|---|---|
| While working with young people in youth groups or community activities | 1 |
| When I graduated from high school I planned to work in education | 2 |
| After a particularly interesting course in college | 3 |
| After experience in another occupation which proved disappointing | 4 |
| Encouragement and inspiration of an older person | 5 |
| Got into counseling accidentally or by chance | 6 |
| Retirement allowed or necessitated the choice of another profession | 7 |
| When family was old enough so I could pursue a career | 8 |
| Other (specify: ______________________________________) | 0 |
| Do not plan to make counseling my profession | X |

30. In general how much influence do you have in decisions affecting the curriculum, students, and counseling procedures and materials in your institution? Please indicate the degree of influence you have in each of the areas listed below by circling *one* answer for each area.

| | MY DECISION SOLEY | CONSIDERABLE INFLUENCE | SOME INFLUENCE | NO INFLUENCE |
|---|---|---|---|---|
| Selection of group and individual tests | 1 | 2 | 3 | 4 |
| Selection of educational and occupational reference materials | 1 | 2 | 3 | 4 |
| Adoption of new counseling methods or emphases | 1 | 2 | 3 | 4 |
| Dismissal of students who are disciplinary problems | 1 | 2 | 3 | 4 |
| Job placement recommendations | 1 | 2 | 3 | 4 |
| College placement recommendations | 1 | 2 | 3 | 4 |
| Reinstatement of suspended students | 1 | 2 | 3 | 4 |
| Determination of when and to whom tests are administered | 1 | 2 | 3 | 4 |
| Discussion of test results with teachers | 1 | 2 | 3 | 4 |
| Interpretation of test results to parents | 1 | 2 | 3 | 4 |
| Interpretation of test results to students | 1 | 2 | 3 | 4 |

31. Below is a list of reported advantages to counseling as a profession (aside from the challenge of working and associating with youth). Which of the following do you consider to be the THREE most desirable advantages of counseling for you?

Relative flexibility and freedom in time scheduling .................................... 1
Social and economic security which the position affords .................................... 2
Position is one of responsibility and respect .................................... 3
Opportunity for following personal studies and pursuits during the summer vacation ........... 4
Counseling necessitates keeping up-to-date in one's field .................................... 5
Intellectual stimulation from students and colleagues .................................... 6
Counseling allows one to combine a family with a career .................................... 7
Other (specify: ________________________________________) .. 0
No particular advantages .................................... X

31a. Please *rank* the three advantages you circled above in order of importance. Enter the numbers corresponding to your first, second, and third choices below.

1st choice ____________ 2nd choice ____________ 3rd choice ____________

32. Below is a list of reported drawbacks to counseling as a profession (aside from the generally low salaries in the field). Which of the following do you consider to be the THREE least desirable aspects of counseling for you?

A counselor is expected to spend an undue amount of time in community, social, and extracurricular activities .................................... 1
Poor physical conditions in which to work .................................... 2
Educational personnel are held unjustly responsible for community and family shortcomings in child rearing .................................... 3
Unappreciative and unmotivated students .................................... 4
Poor administration and excessive red tape .................................... 5
Heavy counseling loads .................................... 6
Burden of excessive clerical and administrative work .................................... 7
Not enough time during regular school hours to do adequate background preparation or keep up-to-date .................................... 8
Other (specify: ________________________________________) .. 0
No particular drawbacks .................................... X

32a. Please *rank* the three drawbacks you circled above in order of importance. Enter the numbers corresponding to your first, second, and third choices below.

1st choice ____________ 2nd choice ____________ 3rd choice ____________

**33. Assume that you have the ability to teach successfully in any subject area at any level. If you were asked to teach a course *outside of your major subject field,* what subject would you like to teach and at what grade level?**

**Subject ____________________ Grade level __________**

**34. What are your plans for the summer of 1967? If more than,one please circle the one you expect to be your *major* activity.**

**Work as a school counselor ............... 1**
**Teach ................................ 2**
**Develop guidance materials .............. 3**
**Attend summer school .................... 4**
**Work full time outside education .......... 5**
**Take additional counseling training ....... 6**
**Research, write ......................... 7**
**Travel ................................. 8**
**Rest, marriage, be with family ............ 9**
**Other (specify: ________________) .. 0**

**35. Do you expect that your *major* occupation will be in the field of education five years from now?**

**Yes ......... 1 No ........... 2 Undecided .......... 3**

**35a. IF YES: Please circle *both* the area of education and the type of school you expect to be in.**

**AREA OF EDUCATION**

**Teaching .............................. 1**
**Counseling ............................ 2**
**Administration ......................... 3**
**Other (specify:**
**____________________) .. 0**

**TYPE OF SCHOOL**

**High school ............................ 1**
**Vocational, technical center .............. 2**
**Junior, community college ................ 3**
**College, university ..................... 4**
**Other (specify:**
**____________________) .. 0**

**35b. IF NO: What are your plans?**

**PLANS**

**Marriage, raising a family .... ........... 1**
**Work in private business as**
**____________________ 2**
**(occupation)**
**Work in government as**
**____________________ 3**
**(occupation)**
**Self-employed as**
**____________________) .. 4**
**(occupation)**
**Retirement ............................ 5**
**Other (specify:**
**____________________) .. 0**
**Undecided ............................ 9**

**36. If you were to begin your professional career again, would you choose the field of education?**

**Yes .................. 1 No .................. 2 Undecided ............... 3**

**36a. IF NOT EDUCATION: What occupation would you prefer?**

**____________________________**

## ▪ CURRICULUM EMPHASES ▪

37. The following is a "typical" high school college preparatory program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

| 16 UNIT COLLEGE PREPARATORY PROGRAM | TOO LITTLE | TOO MUCH | ABOUT RIGHT |
|---|---|---|---|
| English – *4 units* | 1 | 2 | 3 |
| Mathematics – *2 units* | 1 | 2 | 3 |
| Physical and natural sciences – *2 units* | 1 | 2 | 3 |
| Social studies – *3 units* | 1 | 2 | 3 |
| Foreign languages – *2 units* | 1 | 2 | 3 |
| Vocational skills – *0 units* | 1 |  | 3 |
| Electives – *3 units* | 1 | 2 | 3 |

38. The following is a "typical" high school vocational or technical program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

| 16 UNIT VOCATIONAL PROGRAM | TOO LITTLE | TOO MUCH | ABOUT RIGHT |
|---|---|---|---|
| English – *3 units* | 1 | 2 | 3 |
| Mathematics – *1 unit* | 1 | 2 | 3 |
| Physical and natural sciences – *1 unit* | 1 | 2 | 3 |
| Social studies – *2 units* | 1 | 2 | 3 |
| Foreign languages – *0 units* | 1 |  | 3 |
| Shop, laboratory, job experience – *7 units* | 1 | 2 | 3 |
| Electives – *2 units* | 1 | 2 | 3 |

39. The following is a "typical" post secondary one year certificate program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

| 32 UNIT CERTIFICATE PROGRAM | TOO LITTLE | TOO MUCH | ABOUT RIGHT |
|---|---|---|---|
| English – *3 units* | 1 | 2 | 3 |
| Mathematics – *3 units* | 1 | 2 | 3 |
| Social sciences – *3 units* | 1 | 2 | 3 |
| Theory-related courses in major field – *6 units* | 1 | 2 | 3 |
| Shop, laboratory, job experience – *17 units* | 1 | 2 | 3 |

40. The following is a "typical" post secondary two year technical program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

| 60 UNIT TECHNICAL PROGRAM | TOO LITTLE | TOO MUCH | ABOUT RIGHT |
|---|---|---|---|
| English, speech, literature – *6 units* | 1 | 2 | 3 |
| Mathematics – *3 units* | 1 | 2 | 3 |
| Physical and natural sciences – *5 units* | 1 | 2 | 3 |
| Social sciences – *6 units* | 1 | 2 | 3 |
| Theory-related courses in major field – *12 units* | 1 | 2 | 3 |
| Shop, laboratory, job experience – *20 units* | 1 | 2 | 3 |
| Related electives – *8 units* | 1 | 2 | 3 |

41. The following is a "typical" junior college two year transfer (university parallel) program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

| 60 UNIT TRANSFER PROGRAM | TOO LITTLE | TOO MUCH | ABOUT RIGHT |
|---|---|---|---|
| English, speech, literature – *12 units* | 1 | 2 | 3 |
| Mathematics – *3 units* | 1 | 2 | 3 |
| Physical and natural sciences – *9 units* | 1 | 2 | 3 |
| Social sciences – *12 units* | 1 | 2 | 3 |
| Humanities, fine arts – *3 units* | 1 | 2 | 3 |
| Foreign languages – *12 units* | 1 | 2 | 3 |
| Electives – *9 units* | 1 | 2 | 3 |

42. Are there any courses that you would like to see added to or dropped from the present occupational (vocational, technical) program or bachelor's degree-oriented (college preparatory, transfer, university parallel) program at your institution?

Yes ............... 1  No ............... 2

42.a. IF YES: Please list the course(s) that you would add or drop from each type of program.

| | OCCUPATIONAL PROGRAM | BACHELOR'S-ORIENTED PROGRAM |
|---|---|---|
| ADD: | ______________________ | ______________________ |
| | ______________________ | ______________________ |
| | ______________________ | ______________________ |
| DROP: | ______________________ | ______________________ |
| | ______________________ | ______________________ |
| | ______________________ | ______________________ |

43. How would you rate the adequacy of each of the following services at your present institution? Please circle *one answer for each service.*

| | EXCELLENT | ABOVE AVERAGE | AVERAGE | BELOW AVERAGE | UNSATISFACTORY | NON EXISTENT | NO OPINION |
|---|---|---|---|---|---|---|---|
| Vocational counseling | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Academic counseling | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Vocational placement | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Academic placement | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Breadth of vocational courses | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Breadth of academic courses | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Followup studies of vocational graduates | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Followup studies of academic graduates | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Followup studies of dropouts | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Suitability of vocational courses for local job market | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Suitability of vocational courses for further vocational training | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Suitability of academic courses for a state college | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Suitability of academic courses for a major university | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Board of education support for innovations in vocational programs | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Board of education support for innovations in academic programs | 1 | 2 | 2 | 4 | 5 | 6 | 7 |

## ▪ EDUCATIONAL ISSUES ▪

The last group of questions concern a number of important issues currently being debated by educators (and the general public). Because the issues are controversial, we have summarized two or three major positions on each and are asking you to choose the statement which compares most closely with your own thinking. *Please circle one number for each statement* and *add any comments you desire.*

44. The best way to train for jobs requiring less than a bachelor's degree is to:

Emphasize general education through grade 12, reserving occupational training for grades 13 and later .......................................................... 1

Give high school students the opportunity to explore various occupations, but let industry provide specialized skill training "on the job" ............................ 2

Provide intensive occupational training in the high school .................................. 3

45. The rapid increase in the number of two-year colleges raises serious questions about the functions these institutions should serve.

A two-year college can not have both a high quality academic program and a high quality occupational program. Each institution should specialize – – either in lower division college work or vocational and technical training .................. 1

Although one institution can provide both an academic and an occupational program, it is poor educational policy to teach both types of students in the same classes .................. 2

A two-year college has the obligation to provide all students with the same general education courses. Taking classes together is beneficial to those in both occupational and bachelor's-oriented programs .................. 3

46. More intensive vocational training and guidance in the junior high school would:

Enable students to become acquainted with the world of work earlier and therefore make more realistic educational and occupational choices .................. 1

Encourage students to make up their minds too early and restrict their future educational and occupational careers .................. 2

Be impractical – junior high school students are not mature enough to profit from such experiences .................. 3

47. Vocational training requiring expensive equipment and facilities can best be provided for high school students by:

Establishing an area center to serve a number of feeder schools; vocational students would take all of their schooling in the area center .................. 1

Exchanging students among comprehensive high schools in the area, each of which specializes in a different kind of vocational training .................. 2

Keeping the student in his "home" school for general education courses, and providing shop and laboratory training in a community or junior college or a vocational-technical center for both secondary and postsecondary students .................. 3

48. The charge that students with a vocational major in high school cannot "make it" in college:

Is more apparent than real because students in both college preparatory and vocational programs take the same basic prerequisite courses .................. 1

Is a serious one because the "academic" subjects taught vocational students do not meet standards for college entrance .................. 2

Is true, but beside the point, because most vocational graduates do not have the ability to handle college work .................. 3

49. Providing more part-time student employment through work experience programs, such as the Neighborhood Youth Corps will:

Keep more young people in school. It is the opportunity to hold a job and earn money that is important ........................................................ 1

Cheat the student in the long run. Without supervised skill training and related course work, he will be trapped in a low level job ................................ 2

50. Critical evaluation of current occupational programs suggests that they:

Are suited to the abilities of the enrollees and train people for jobs that exist ............... 1

Are based on an out-of-date philosophy and serve neither the student nor the community well .................................................................... 2

Do a good job with the average student but neglect both the slow and the sophisticated learner ................................................................ 3

51. Introduction of more rigid entrance requirements for occupational programs would:

Raise the prestige of the field. Occupational programs have too often been the "dumping ground" for academic failures ............................................. 1

Exclude the very students these programs should serve and still not attract the high ability student because of the general public emphasis on the importance of a bachelor's degree ........................................................ 2

52. A careful examination of both occupational and bachelor's-oriented programs points out:

That it is unrealistic to expect a high school student to be proficient in both areas. There is too much to learn in each curriculum ............................... 1

That many traditional requirements in both curriculums are unnecessary. A student should be able to obtain both a sound general education and acquire a saleable skill before he graduates from high school ............................. 2

◆ ◆ ◆ ◆ ◆ ◆

Thank you for completing the questionnaire. We would be glad to have any additional comments you wish to make about curriculum emphases in the public schools – or about this survey.